Developmental Screening
How Administrators Successfully Manage Implementation in their ECE Programs

Presented by
Jane Squires, Ph.D., Elizabeth Twombly, M.S.,
and Dalia Avello, M.A., IMH-E

© 2021 Ages & Stages International Research

ASQ

1

Webinar Objectives

- Understand the purpose of developmental screening and how it differs from other assessments
- Learn how screening benefits children, families, teachers, and schools
- Discover 7 things to consider when choosing a screening tool
- Learn important next steps for implementing screening at your center or school

2

POLL: What best describes the program you are representing?

Child care & preschool (center or family home)

Child Care Resource and Referral (CCR&R)

Schools (Public PreK and Kindergarten)

Early Head Start and Head Start

Other (home visiting, parenting)

3

POLL: Is developmental screening required in licensing or quality initiatives in your state?

Required

Required and Incentives Provided

Recommended as Best Practice

Not Yet

4

What is Screening?

Administration of a brief, accurate tool that:

- Identifies children developing on-schedule
- Identifies children **at risk** for developmental delays (DD) who should be referred for further evaluation

Answers the question:

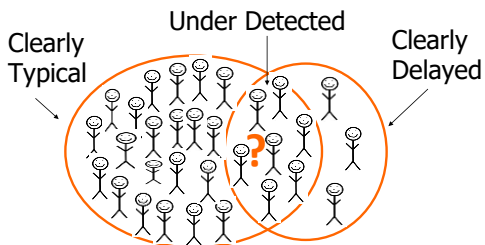- Does the child need an in-depth evaluation by health or developmental specialists?

5

Why Screen?

Under Detected

Clearly Typical

Clearly Delayed

?

Adapted from Macias, M. (2006) D-PIP Training Workshop

6

Developmental Monitoring

Monitoring *is re-screening children who are not receiving special health or educational services every six months.*

Answers the question:
Is this child continuing to develop on-schedule over time?

7

Results of screening will inform you that….

- **Most** children are on schedule and doing great!
- **Many** children will benefit from practice in specific areas (e.g., fine motor) or other family supports.
- **A child** should be referred to their health care provider or a developmental specialist to gather more information.
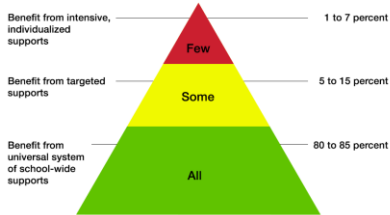
8

Developmental Promotion!
Intervention/Prevention Pyramid

Benefit from intensive, individualized supports — Few — 1 to 7 percent

Benefit from targeted supports — Some — 5 to 15 percent

Benefit from universal system of school-wide supports — All — 80 to 85 percent

9

Remember:

- Screening **does not** diagnose delays or disabilities

- Screening **does not** identify specific child goals or skills to target; only information on general areas of development

10

City of Milwaukee Extension Services

11

Universal screening and monitoring programs, with individualized and comprehensive follow-up, promote social-equity; maximizing all children's ability to enter school ready to learn.
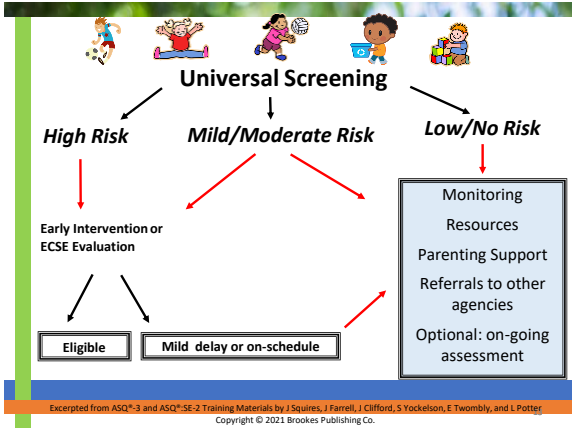
12

Universal Screening

High Risk **Mild/Moderate Risk** **Low/No Risk**

Early Intervention or ECSE Evaluation

| Eligible | Mild delay or on-schedule |

Monitoring

Resources

Parenting Support

Referrals to other agencies

Optional: on-going assessment

Excerpted from ASQ®-3 and ASQ®:SE-2 Training Materials by J Squires, J Farrell, J Clifford, S Yockelson, E Twombly, and L Potter
Copyright © 2021 Brookes Publishing Co.

13

A Map of the Process
when children are referred to Early Intervention /ECSE

Child is screened

If concerns arise, referral to EI/ECSE

Evaluation

If eligible, team writes an IFSP/IEP

Family gets home or school visits, preschool consultation, speech or other therapies

14

What are ASQ-3 and ASQ:SE-2?

- Parent- or caregiver-completed screening tools that encourage parent/caregiver involvement
- Series of questionnaires for children ages 1 month to 5½ years (ASQ-3) and 6 years (ASQ:SE-2)
- Tools to accurately identify children at risk for developmental or social-emotional delay
- Tools to educate adults about child development and guide developmental promotion

15

ASQ-3 and ASQ:SE-2 Domains

ASQ-3
- ☑ Communication
  - ▪ Expressive
  - ▪ Receptive
- ☑ Gross motor
- ☑ Fine motor
- ☑ Problem solving
- ☑ Personal-social
  - ▪ Adaptive
  - ▪ Social

ASQ:SE-2
- ☑ Social-emotional development

16

POLL: Is the program you are representing currently using ASQ-3 or ASQ:SE-2?

Yes, both tools

Only the ASQ-3

Only the ASQ:SE-2

No, we use other tools

We don't use any screening tools yet

17

Versatile, Cost-effective Tools

- • **Flexible methods to complete**
  - • Paper and online versions
- •**Variety of settings**
  - • early learning, health, parenting programs
- •**Cost-effective**
  - • parent-completed; reproducible or electronic forms

18

Benefits of Parent Report

- Acknowledges parents as experts on their child
- Validates parents' concerns
- Empowers parents to advocate for their child
- Educates parents about child development
- Bridges communication and builds collaborative relationships with providers
- Includes parents as active participant on child's educational team

19

Features: Flexibility for Families

- Providers can individualize the level of support provided based on parent's needs

- Activities and materials may be adapted **to support** child's home experience

- May **omit items** that are contrary to families' parenting practices, beliefs, or values

20

Using the ASQ-3 in Early Learning Settings (See handout)

Option 1. Parents complete ASQ-3 independently at home.

Option 2. Parent completes ASQ-3 with some support from Early Learning Providers (ELP).

Option 3. ELP and parent each complete ASQ-3 & combine results.

Option 4. ELP (with parent consent) completes items on the ASQ-3 easily observed in a classroom setting.

With all options, parent meets with early learning provider to finalize ASQ-3 (as needed), discuss results, and create a follow-up plan.
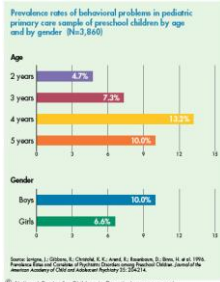
21

Why Screen Social-Emotional Development?

Prevalence rates of behavioral problems in pediatric primary care sample of preschool children by age and by gender (N=3,860)

Age
- 2 years — 4.7%
- 3 years — 7.3%
- 4 years — 13.2%
- 5 years — 10.0%

Gender
- Boys — 10.0%
- Girls — 6.6%

Source: Lavigne, J.; Gibbons, R.; Christofel, K. K.; Arand, R.; Rosenbaum, D.; Binns, H. et al. 1996. Prevalence Rates and Correlates of Psychiatric Disorders among Preschool Children. *Journal of the American Academy of Child and Adolescent Psychiatry* 35: 204-214.

© National Center for Children in Poverty (www.nccp.org)
Social and Emotional Development in Early Childhood

Compelling Statistics

Between 9.5 and 14.2 percent of children between B-5 experience social-emotional problems that negatively impact their functioning, development and school-readiness

22

Using the ASQ:SE-2 in Early Learning Settings

- Parents complete ASQ:SE-2 independently, or with support (as needed) based on observations in home.
- Early learning providers (ELPs) may also complete ASQ:SE-2 based on observations in early learning setting.
- **Behavior may differ across settings.**
- Both parent and ELP observations are important and help guide appropriate follow-up if needed.

*ASQ:SE is a tool to identify **and respond to** parent (and teachers) concerns early, so child's behaviors don't become barriers to healthy relationships*

23

Oregon Montessori Association Case

- A state-wide approach to a shared problem
- Montessori Pedagogy and types of programs
- State/Agency Perspective
- Teacher and Administrator perspective

24

8

Considerations when selecting a screening tool

- Flexibility of Use
- Compatibility with existing services and personnel
- Developmental coverage
- Cost
- Scoring options
- Parent Involvement
- Cultural adaptations and translations available
- Psychometric properties

bpub.fyi/7-considerations

25

Screening Success Decisions Guide

- Who is the leader? What staff will be involved?
- What tool? What training/coaching is needed?
- When will children be screed?
- Where/how will screening be administered?
- Who will manage the screening program?
- What follow up & developmental promotion will be provided?
- What are referral criteria? Where will children be referred?
- Who will score, record and share results with families?
- How will program be evaluated?

bpub.fyi/screening-success

26

Training and Coaching is Key

- Simplicity of tools (such as the ASQ) is deceptive
- Develop training, coaching, and support plans before implementing screening
- Providers need support developing screening program, learning to talk to parents about screening, & linking with community agencies
- If using ASQ, training DVDs and on-site training available through Brookes on Location

27

9

Slide 28

Challenges

- Change is hard!
- Teachers are already overwhelmed.
- Concerns about effect on parents; having difficult situations arise

Resources

- The ASQ-3 User's Guide
- Agesandstages.com
- Training: Introductory & Comprehensive trainings, Training of Trainer's options available through **Brookes on Location (BOL)**

CHANGE IS
HARD AT THE BEGINNING
MESSY IN THE MIDDLE
GORGEOUS AT THE END

28

Slide 29

www.agesandstages.com

29

Slide 30

Free Resources for Parents about Screening and Child Development

Available in multiple languages

bit.ly/ASQResourceLibrary

30

Free resources for providers

Many available in Spanish

bit.ly/ASQResourceLibrary

31

In Summary

- Screening is a service that supports a child's development.
- Developing a screening program requires planning.
- The ASQ & ASQ:SE can bridge communication with parents and engage them in early learning programs.
- All screenings require follow-up; resources are available through ASQ system or in community.
- New learners need support (e.g., coaching) as they gain confidence & skills in the screening process.

32

33

For More Information, Please Contact:

Ages & Stages International Research (ASIR)
asir@gmail.com

ASQ® Publishers - Brookes Publishing Co.
www.brookespublishing.com
www.agesandstages.com

34

_____

_____

_____

_____

_____

_____

_____