Developmental Screening in Early Learning Programs

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Overview

- Infant Toddler Resource Network
- Developmental Screening Strategy
- How Does it Work?
- Regional Stories of Impact
- Panel: Q&A
Washington Infant-Toddler Regions and Partners

Partners

- Educational Service Districts
- Regional Child Care Aware Agencies
- Children’s Home Society of Washington
- University of Washington
- University of Oregon

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Developmental Screening in Infant - Toddler Consultation

Theory of Change

*Training and material supports for early learning professionals will increase the number of children receiving developmental screening with a valid, reliable tool.*
Steps in the Process

Infant-Toddler Coach and Director/Owner agree to complete project

All staff receive STARS training from coach in working with parents and using the ASQ-3 and ASQ-SE

Coach supports staff in planning and holding a parent event to give information and ASQ questionnaires to all parents

Parents complete ASQ Questionnaire and return them to be scored

Results are reviewed with parents-next steps are shared for learning and growth opportunities

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Infant-Toddler Consultation Program

Southwest WA Region Infant-Toddler Coaches:
Rachel Fox & Sonya Shine
Educational Service District 112
What are the Ages & Stages Questionnaires?

ASQ:3 & ASQ:2-SE

- Parent or caregiver/educator completed screening tools
- Series of questionnaires for children ages 1 month to 5 ½ years (ASQ-3) and 1 month to 6 years (ASQ-SE)
- Tools to accurately identify children’s areas of strengths & children at risk for developmental delays
- Tools are meant to be flexible in use & to encourage parent involvement with developmental milestones

Why is Developmental Screening in the early years important?

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Goal: to partner with programs so that *every* child has the opportunity to have regular developmental screenings!

**Training Recruitment:**

- **Early Achiever's Partnership** (I-T program works closely with EA Coaches to share training opportunities & collaborate)
- **Current programs** receiving Infant-Toddler coaching or IMH Consultation
- **ASQ orientation** to go over program & individualize training/supports

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Goal: to partner with programs so that *every* child has the opportunity to have regular developmental screenings!

**Training Structure:**

- **Choice of setting**: at program or at ESD conference center & programs can partner (FCC Cohort, ccc & FCC)
- **Flexible hours**: choice of two, 2-hour trainings *or* one 4-hour training
- **STARS credit**: program receives 4 Free STARS hours
- **ASQ materials**: program receives Free ASQ kits
- **All STAFF**: trainings are designed for entire program staff to attend
- **Resource materials**: resource binder shared to promote sustainability

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"We have another student that was struggling with his Social/Emotional development. Using the ASQ and working with parents, we have created some plans to address ways for the student to express his frustration and his feelings."

-Vancouver Child Care Program

https://www.youtube.com/watch?v=Dmz7UN_WZ_c
Infant-Toddler Consultation Program

Central Region Early Learning and Family Engagement Manager

Victor Cardenas
Catholic Charities

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Toolkit and Framework For Universal Developmental Screening

- Pathway for Child Care Service Providers to implement UDS in their licensed child care setting
- Supports a developmental screening standard of practice for all children 0-5
- Builds continuity of care & strengthens relationships with childcare, families and community
- Supports ease of replication/adaptation to each unique community & individual learning styles

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Replication of UDS Framework and Sustainability

= Yakima, WA: Original Project Launch Pilot Community 2008-2013

Project LAUNCH Expansion – 2015-2019
- Chelan & Douglas Counties
- Benton & Franklin Counties
- Thurston County

DEL – Statewide Systems Integration 2018
- Infant/Toddler Consultation
Designing Activities with Parents in Mind

Maintain Parent Engagement at all levels

- **Systems Level:**

- **Local Level:**
  - Parent representation at LAUNCH workgroups, local Parent Advisory groups, Play and Learn groups
  - Implementation focus with specialized training & coaching providers to communicate with parents
  - Community based partnerships/relationships between parents, caregivers and community members

- **Program Level:**
  - Support childcare providers to facilitate a parent engagement event
  - Support childcare staff to collect & score ASQs, facilitate parent conferences, connect families back to their medical home and support referral process as needed

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Empowering Parents and Caregivers

- Teach childcare providers how to partner with parents, caregivers, & community members to support a parent engagement event (behavioral health, public health, ESIT, etc.)
- Support childcare providers to plan & educate parents on their intended UDS practices (ASQ-3 & ASQ: SE-2)
- Reaffirm parents/caregivers are their child’s FIRST & MOST important teachers
- Decrease parent/family isolation by integrating collaborative learning activities during parent night events
Activities in Action: All Kinds of Families
NORTHEAST REGION

Our Team:
Coaches-
Tessa Rutter & Bobbi Cobb
Coordinator-
Katy Chapman

Region 8 quick facts:
• 7 counties served
• Service area - 14,026 square miles
• Developmental Screening Trainings completed:
  • 9 Child Care Center facilities
  • 13 Family Child Care
  • 134 total number of individual child care providers trained to date.
Models of screening implementation:

- Questionnaire is given to family to take home and fill out and return.
- Questionnaire is filled out in class by the teacher, and results shared with family.
- Questionnaire is completed together with family & teacher.
- Questionnaire is filled out separately by both teacher and family, and brought back together and shared.
- Questionnaire is completed with IT support.
  ✓ Examples: – family event/workshop & FCC child screening day
Timelines of Screening Tool Implementation

- Completed as part of the enrollment paperwork, and every six months from that point forward.

- Completed within the first 90 calendar days of enrollment, or implementation date. This coordinates with the Early Achievers standard.

- Designated point of time in the year – on bi-annual rotation.
Strengths & Barriers
(small group activity)
Next Steps

Typical screening results:

- Share results with the family
- Follow routine screening cycle – (i.e. next screening in 6 months).

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Next Steps

Screening results scoring in the “grey” area that warrant monitoring or follow up actions:

- Teacher incorporates identified child needs into large, small and individual planning (incorporating activities from resource books listed below)
  - Possible IT support during planning time, or at time of re-screen
- Share targeted activities with family from the ASQ-3 Learning Activities and/or ASQ:SE-2 Learning Activities & More supplemental resource books
Next Steps

Screening results falling into the concern area possibly needing referral for further assessments:

- Possible IT support - with scoring questions, classroom observation, with additional screening…
- IT support with facilitation of family conversations (i.e. role playing, facilitating or one on one with parent)
- Support with steps/process of referral to Local Lead Agency - Infant Toddler Network (ITN)

Early Support for Infants and Toddlers (ESIT) link: https://www.dcyf.wa.gov/services/child-development-supports/esit
Lessons Learned

• Early learning professionals request to participate in developmental screening supports
• Over 900 professionals received training in the last 2 years
• Referrals for ESIT services have increased
• Early learning providers see the benefit of universal developmental screening to families and their programs
Regional Stories of Impact
Panel Q and A

Bobbi Cobb
Katy Chapman
Sonya Shine
Roxanne Garzon
Victor Cardenas
Rachel Fox
Questions?

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