

**DEVELOPMENTAL SCREENING
FOR ALL YOUNG CHILDREN:
*Why, who, what,
where, when, and how?***

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Training Objectives

- Define developmental screening
- Discuss the benefits of developmental screening
- Describe features of the Ages & Stages Questionnaires®, Third Edition (ASQ-3™)
- Discuss how to interpret results from the ASQ-3 and consider referral and action options



**What is a
developmental
screening and
why should I do
it?**

**Incidence of children identified as
having a disability by age (2008)**

www.ideadata.org



2.7%

**Early
Intervention**



5.7%

**Early Childhood
Special Education**



11.2%

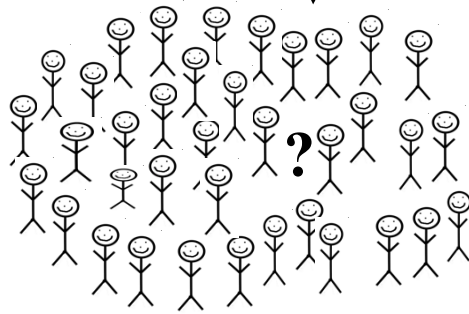
**K- 12th Grade
Special Education**

WHY SCREEN?

Under Detected

Clearly Typical

Clearly Atypical



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

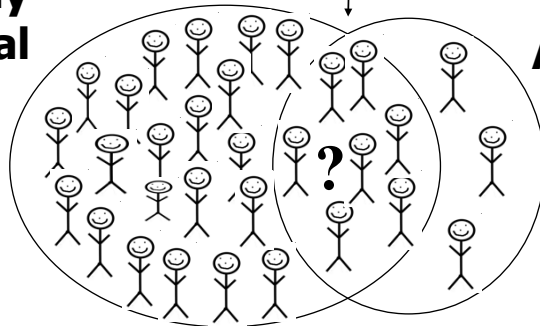
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WHY SCREEN?

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Screening Assessment

- A brief assessment procedure designed to identify children who should receive more intensive diagnosis or evaluation from local **early intervention (EI), early childhood special education (ECSE), health, mental health agencies**

Similar in theory to health screenings such as a quick hearing or vision screen



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Screening Assessment

- Screenings answer the question *“Is this child typically developing or do they need further evaluation?”*
- *Screenings do not diagnose*



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Diagnostic Evaluation (Professional Assessment)

- An in-depth assessment of one or more developmental areas to determine the nature and extent of a physical or developmental problem and
- Answers the question:
“Is the child eligible for services?”



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Curriculum-based Assessment (Programmatic, Ongoing, Criterion-based)

- An in-depth assessment that helps to determine a child’s current level of functioning, and can:
 - Provide a useful child profile
 - Identify targeted goals and objectives
 - Help with program planning
 - Be used to evaluate child progress over time
 - Be used for program evaluation purposes
- Answers the questions:
 - “What does the child need next?”
 - “Is my program effective?”

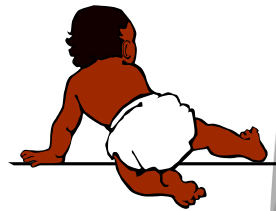


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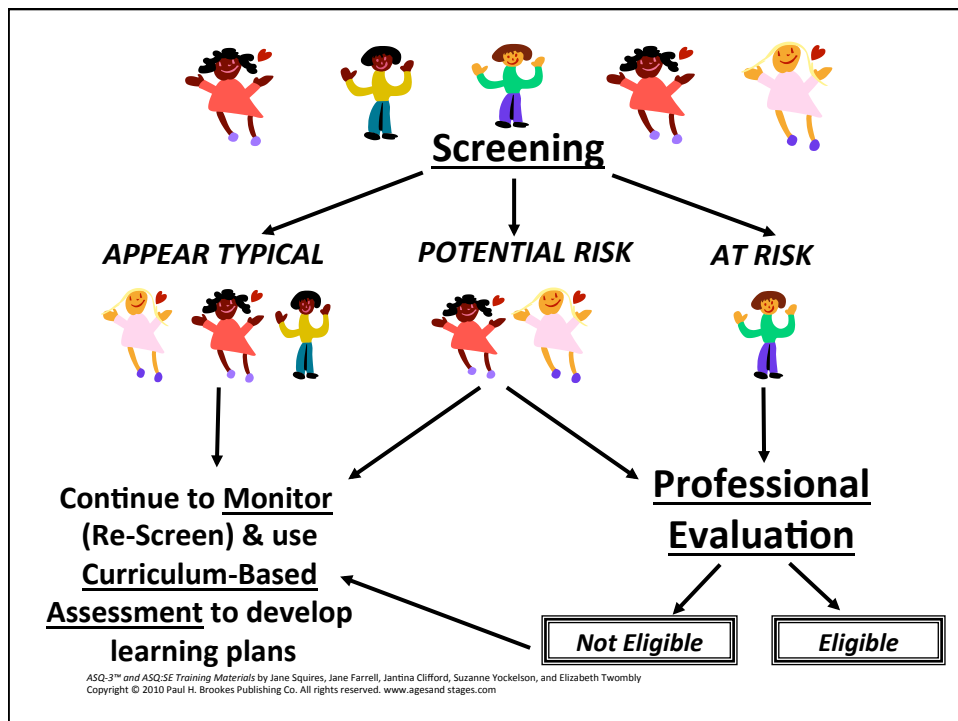
Monitoring

- Developmental surveillance
(*Screening at frequent intervals*) at-risk
infants and toddlers not known to be
eligible for special health or
educational services

(A child with a visual impairment
would not be screened with
an eye chart)



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Screening is considered best practice across professional organizations

- National Association for the Education of Young Children (NAEYC)
- The Division for Early Childhood (DEC)
- Council for Exceptional Children (CEC)
- American Academy of Pediatrics (AAP)

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Benefits of Developmental Screening

- Identifies children at risk for possible developmental delays
- Detects child's areas of strength and need
- Provides an opportunity to
 - Address family concerns
 - Educate parents on child development
 - Empower parents



More Benefits...

- Builds rapport and trust with family
 - Increased communication
 - Parent and staff enjoy
- Improves health and developmental outcomes through Early Intervention services
- Can lead to community collaboration and support for staff



**Who can provide
developmental
screening and
how?**

Infants, Toddlers, & Preschoolers: Where are they?

- **Health Systems**
 - Doctors' offices
 - Clinics
 - Home visiting programs
- **Educational Systems**
 - Preschools/daycare
 - Head Start
 - Early literacy programs
- **Social Services**
 - Foster care
 - Family Shelters
 - Libraries
 - WIC



Why engage families in screening?

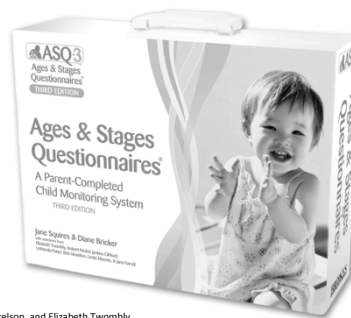
- Parents are reservoirs of rich information, useful for providers
- Parental involvement reduces cost
- Screening helps structure observations, reports, and communications about child development
- Screening may become a teaching tool
- Can empower parents

ASQ-3 is one parent-completed screening tool

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

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Features of the Ages & Stages Questionnaires® (ASQ-3™)



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Domains Screened by ASQ-3

ASQ-3 (screens 5 domains)

- Communication
- Gross motor
- Fine motor
- Problem solving
- Personal-social



ASQ:SE

- Social-emotional development

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Features: ASQ-3 Intervals

21 Questionnaire intervals:

– 2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24

– 27, 30, 33, 36 (spaced 3 months apart)

– 42, 48, 54, 60 (spaced 6 months apart)

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Features: ASQ-3 Areas & Questions

- Each interval has 2 types of questions
 - Observable, Measurable
 - 6 questions in each domain
 - Qualitative, Parent concern
- Both areas are considered in reviewing the ASQ-3 and making referrals

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Features: ASQ-3 Overall Section

- Un-Scored Section
- Looks at quality of skills (e.g., speech)
 - Example: “Does your baby use both hands equally well?”
 - “No” response indicates possible cerebral palsy. Important to follow up
- Parent concerns very predictive
- Any concerns or questionable responses require follow-up and can facilitate discussions regarding child development

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Features: ASQ-3 Summary Sheet

- Each ASQ-3 interval has unique summary sheets
- Summary sheets have 5 sections:
 - Child/family information
 - Bar graph with cutoffs
 - Overall section
 - Follow-up action taken (new to ASQ-3)
 - Optional section: Individual item responses



16 Month ASQ-3 Information Summary

15 months 0 days through 16 months 30 days

Child's name: Andrew Date ASQ completed: Oct 14, 2007
 Child's ID #: _____ Date of birth: April 30, 2006
 Administering program/provider: _____ Was age adjusted for prematurity when selecting questionnaire? Yes No

1. SCORE AND TRANSFER TOTALS TO CHART BELOW: See ASQ-3 User's Guide for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	16.81	<u>30</u>	●	●	●	●	●	●	●	●	●	●	●	●	●
Gross Motor	37.91	<u>50</u>	●	●	●	●	●	●	●	●	●	●	●	●	●
Fine Motor	31.98	<u>35</u>	●	●	●	●	●	●	●	●	●	●	●	●	●
Problem Solving	30.51	<u>40</u>	●	●	●	●	●	●	●	●	●	●	●	●	●
Personal Social	26.43	<u>54</u>	●	●	●	●	●	●	●	●	●	●	●	●	●

2. TRANSFER OVERALL RESPONSES: Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 6.

1. Hears well? NO Yes <input type="radio"/> NO <input checked="" type="radio"/> Comments: <u>Sometimes he ignores</u>	6. Concerns about vision? YES Yes <input checked="" type="radio"/> No <input type="radio"/> Comments:
2. Talks like other toddlers his age? NO Yes <input type="radio"/> NO <input checked="" type="radio"/> Comments: <u>doesn't say many words</u>	7. Any medical problems? YES Yes <input checked="" type="radio"/> No <input type="radio"/> Comments: <u>ear infections, allergies</u>
3. Understand most of what your child says? YES Yes <input checked="" type="radio"/> No <input type="radio"/> Comments:	8. Concerns about behavior? YES Yes <input checked="" type="radio"/> No <input type="radio"/> Comments:
4. Walks, runs, and climbs like other toddlers? YES Yes <input checked="" type="radio"/> No <input type="radio"/> Comments:	9. Other concerns? YES Yes <input checked="" type="radio"/> No <input type="radio"/> Comments:
5. Family history of hearing impairment? YES Yes <input checked="" type="radio"/> No <input type="radio"/> Comments: <u>grandmother has a hearing aid</u>	

3. ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP: You must consider total area scores, overall responses, and other considerations, such as opportunities to practice skills, to determine appropriate follow-up.

If the child's total score is in the area, it is above the cutoff, and the child's development appears to be on schedule.
 If the child's total score is in the area, it is close to the cutoff. Provide learning activities and monitor.
 If the child's total score is in the area, it is below the cutoff. Further assessment with a professional may be needed.

4. FOLLOW-UP ACTION TAKEN: Check all that apply.

Provide activities and rescreen in 2 months.

Share results with primary health care provider.

Refer for (circle all that apply) hearing, vision, and/or behavioral screening.

Refer to primary health care provider or other community agency (specify reason): _____

Refer to early intervention/early childhood special education.

No further action taken at this time.

Other (specify): _____

5. OPTIONAL: Transfer item responses (Y = YES, S = SOMETIMES, N = NOT YET, X = response missing).

	1	2	3	4	5	6
Communication	Y	S	Y	S	N	N
Gross Motor	Y	Y	Y	Y	N	N
Fine Motor	Y	S	Y	Y	N	N
Problem Solving	N	Y	Y	Y	N	Y
Personal-Social	Y	Y	Y	X	Y	S

ASQ3 48 Month ASQ-3 Information Summary 45 months 0 days through 50 months 30 days

Child's name: John X. Smith Date ASQ completed: 11/18/2008
 Child's ID #: 00123456789000000 Date of birth: 11/12/2004
 Administering program/provider: Anytown Preschool/Ms. Jenkins

1. SCORE AND TRANSFER TOTALS TO CHART BELOW: See ASQ-3 User's Guide for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	30.72	25													
Gross Motor	32.78	60													
Fine Motor	15.81	20													
Problem Solving	31.30	20													
Personal-Social	26.60	60													

2. TRANSFER OVERALL RESPONSES: Bolded uppercase responses require follow-up. See ASQ-3 User's Guide, Chapter 6.

- Hears well? **NO** Family history of hearing impairment? **NO**
 Comments: *Ear infect, ear tubes didn't take until 2-3 yrs.*
- Talks like other toddlers his age? **NO** Concerns about vision? **NO**
 Comments: *Sentences and comprehen. not as advanced as younger kids*
- Understand most of what your child says? **NO** Any medical problems? **NO**
 Comments: *Ear infect*
- Others understand most of what your child says? **NO** Concerns about behavior? **NO**
- Walks, runs, and climbs like other toddlers? **NO** Other concerns? **YES**
 Comments: *Language devel. - doesn't recognize numbers or letters yet.*

3. ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP: You must consider total area scores, overall responses, and other considerations as opportunities to practice skills, to determine appropriate follow-up.
 If the child's total score is in the area, it is above the cutoff, and the child's development appears to be on schedule.
 If the child's total score is in the area, it is close to the cutoff. Provide learning activities and monitor.
 If the child's total score is in the area, it is below the cutoff. Further assessment with a professional may be needed.

4. FOLLOW-UP ACTION TAKEN: Check all that apply.

- Provide activities and rescreen in _____ months.
- Share results with primary health care provider.
- Refer for (circle all that apply) hearing, vision, and/or behavioral screening.
- Refer to primary health care provider or other community agency (specify reason): _____
- Refer to early intervention/early childhood special education.
- No further action taken at this time.
- Other (specify): _____

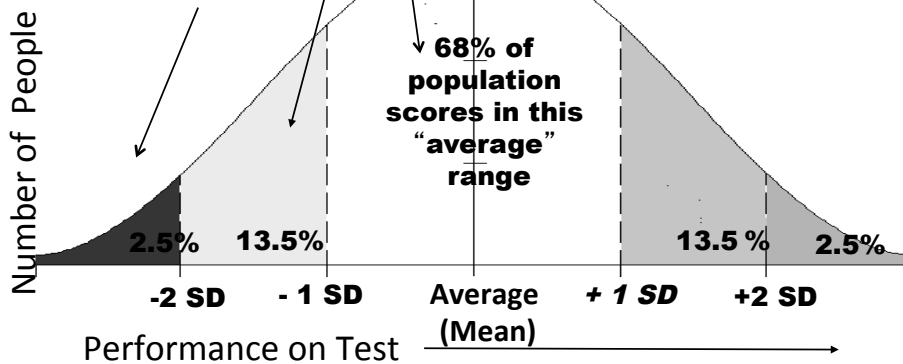
5. OPTIONAL: Transfer item responses (Y = YES, S = SOMETIMES, N = NOT YET, X = response missing).

	1	2	3	4	5	6
Communication	S	Y	S	N	N	S
Gross Motor	Y	Y	Y	Y	Y	Y
Fine Motor	S	Y	S	N	N	N
Problem Solving	S	S	N	S	S	N
Personal-Social	Y	Y	Y	Y	Y	Y

Standard Bell Curve

1. SCORE AND TRANSFER TOTALS TO CHART BELOW: See ASQ-3 User's Guide for details, including how to adjust scores if item responses are missing. Score each item (YES = 10, SOMETIMES = 5, NOT YET = 0). Add item scores, and record each area total. In the chart below, transfer the total scores, and fill in the circles corresponding with the total scores.

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	30.81	50													
Gross Motor	32.71	50													
Fine Motor	31.98	55													
Problem Solving	30.51	40													
Personal-Social	26.43	54													



ASQ-3 score interpretation and recommendation for follow-up

Consider the following to determine appropriate follow-up:

- ASQ-3 Area Scores in relation to Zones
- Overall Responses (Parent Concerns)
- Additional Considerations
 - What other factors may have impacted the child's screening results?

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ASQ-3 score interpretation and recommendation for follow-up

Additional Considerations

- Biological / Health factors
- Family and cultural context
 - Stressful life events
 - Caregiving environment
- Environmental factors
 - Opportunity to practice skills
- Developmental history
- Extent and frequency of contact
- Availability of resources



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ASQ-3 Score Interpretation and Recommendation for Follow-Up

- **Above monitor zone**
 - Provide follow up activities and rescreen in 4-12 months
- **Monitor zone**
 - Score is between 1-2 standard deviations below average
 - Provide follow-up activities to practice skills in specific developmental areas
 - Rescreen within 2 months in areas of concern
 - Make referrals as appropriate

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ASQ-3 Score Interpretation and Recommendation for Follow-Up

- **Below cutoff in one or more areas**
 - Score is 2 standard deviations or more below average
 - Refer for further assessment
 - Rescreen if not eligible for EI or ECSE
- **Parent Concern**
 - Respond to all concerns
 - Refer if necessary

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Ages and Stages Learning Activities



Communication

Activities to Help Your Child Grow and Learn



Your child is learning new words every day, and he enjoys playing with language by rhyming words. He may use very silly language and laugh at his own jokes. He uses a lot of inflection (changes in his voice) when he describes events. He knows the difference between day and night, today and tomorrow. He can carry out three or more simple commands. He also knows that printed letters and words mean something to others.

Puppets Puppets can be made in many different ways. You can use a small lunch bag, an old sock, or a paper circle glued on a Popsicle stick. Your child can make faces with crayons, markers, or paint. She can glue yarn or strips of paper for hair. Put on a puppet show of a familiar story or folktale. Have a conversation with the puppets, taking turns asking and answering questions.

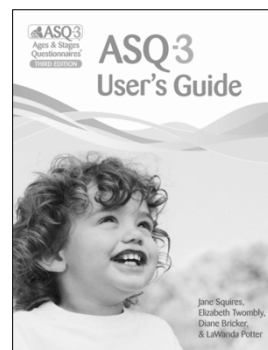
Adventure Pals Take your child on a special trip to someplace new. You could visit a museum, a park or outdoor area, a new store, or a library. Plan it with your child. Talk about what you will be seeing and doing. After you come home, ask him questions about what he saw and did. Encourage him to tell other family members about the outing.

Feely Bag Gather some small objects from outside or around your house and put them in a coarse bag. Let your child pick on them without looking. They have to

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ASQ-3 User's Guide

- Includes information on planning screening systems and procedures
- Provides example letters, activities, and case studies
- Contains technical reports
- Covers all topics in depth



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ASQ-3 Materials

- Brookes Publishing Company
www.brookespublishing.com
1-800-638-3775
- Information on ASQ-3, Learning Activities,
and ASQ Online
www.agesandstages.com
 - Examples of useful information include:
 - Age calculator
 - Ask Jane
 - FAQ's
 - Sample Protocols

Planning a screening program

- Establish goals and objectives with stakeholders
- Determine program resources
- Select criteria for participation
- Outline internal referral and feedback procedures
- Develop policies and procedures
- Train staff
- Plan evaluation activities

Common practices for using parent-completed screening tools

- Send it home for parent to complete and review during parent conference
- Use during a home visit
- Use during “Back to School Night”
- Have teacher complete (least recommended)

In Summary

- Screening can help bridge communication with families regarding child development
- Screening can help parents learn about child development and how they can support their child
- Screening can assist in making referrals to community agencies and linking children and families to helpful resources
- Connect with programs such as Early Intervention and Early Childhood Special Education to help make decisions regarding what steps to take after screening

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