Developmental Screenings, Collaboration, and Coordination for Comprehensive Services
Welcome

Lisa Ojibway  
SCBC Infant/Toddler Specialist

Chandra Curtis  
SCBC Infant/Toddler Specialist

Julie Law  
SCBC Infant/Toddler Specialist
Session Objectives

- Strengthen knowledge of national developmental screening initiatives.
- Explore state and territory implementation strategies that support developmental screening.
- Identify collaborative partners to strengthen comprehensive services.
- Review resources that support developmental screenings.
Please select the role that fits you best
National-Level Focus on Developmental Screenings
CCDF Regulations

- **45 CFR Part 98.33(c)** Provide information on developmental screenings to parents and to providers through training and education.

- **45 CFR Part 98.33(c)(1)** The state/territory is to make information available on existing resources and services in conducting developmental screenings and providing referrals when appropriate.

- **45 CFR Part 98.33(c)(2)** Provide a description of how a family or child care provider may utilize resources and services to obtain developmental screenings for children.
CCDF Regulations (continued)

- **45 CFR Part 98.33(b)(1)(iii)** Provide information on programs carried out under section 619 and part C of the Individuals with Disabilities Education Act (IDEA).


- **45 CFR Part 98.33(b)(1)(v)** State/territory policies regarding the social emotional behavioral health of children, intervention and support models, and policies to prevent suspension and expulsion of children birth to age five in child care and other early childhood programs.
Head Start Program Performance Standards

1302.33 Child screenings and assessments.

(a) Screening.
(1) [A] program must complete or obtain a current developmental screening to identify concerns…

(2) A program must use one or more research-based developmental standardized screening tools to complete the screening…
Head Start Program Performance Standards (continued)

1302.33 Child screenings and assessments.

(c)(1) Screenings and assessments must be valid and reliable for the population and purpose for which they will be used, including by being conducted by qualified and trained personnel, and by being age, developmentally, culturally and linguistically appropriate, and appropriate for children with disabilities, as needed.
QRIS Approaches

Developmental Screenings Within QRIS

19 states have developmental screenings within their QRIS:

- Alaska
- California
- Delaware
- Florida
- Georgia
- Illinois
- Indiana
- Massachusetts
- Nebraska
- Nevada
- New Jersey
- New Mexico
- New York
- Ohio
- Oregon
- Pennsylvania
- Vermont
- Washington
- Wisconsin
The Importance of Developmental and Behavioral Screening

In the United States, about 1 in 6 children have a developmental delay or disability.

Why use developmental screening tools?

“The tools used for developmental and behavioral screening are formal questionnaires or checklists based on research that ask questions about a child’s development, including language, movement, thinking, behavior, and emotions.”

When to conduct developmental screenings?

Head Start and Early Head Start best practice model:

- Children screened within 45 days after initial attendance
- Collaboration with parents
- Research-based, valid, and reliable tool to identify concerns
Birth to 5: Watch Me Thrive! A Compendium of Screening Measures for Young Children

Source: https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive
What are developmental screening tools?

What are social-emotional development screening tools?

Developmental Screenings and the Referral Process for Additional Services

Referral

- The results of the developmental screening may indicate that a referral is needed for further evaluation by a diagnostician, I-ECMH, or Early Intervention Specialist.
- The results may indicate that no referral is needed.

Coordination of Services

- Does your state, territory, tribe, or program have a plan or process for coordination between child care and Early Intervention?
- What work has been done to address gaps in services and barriers to access?
- What more needs to be done?
Resource: Overview of Early Intervention

Overview of Early Intervention
Sep 1, 2017

Esta información en español | This information in Spanish
Current as of October 2017

If you’re concerned about the development of an infant or toddler, or you suspect that a little one has a disability, this page will summarize one terrific source of help—the early intervention system in your state. Early intervention services can help infants and toddlers with disabilities or delays to learn many key skills and catch up in their development. There's a lot to know about early intervention. We present the "basics" here to get you started.

- What is early intervention?
- Who's eligible?
- The evaluation and assessment process

Source: [https://www.parentcenterhub.org/ei-overview](https://www.parentcenterhub.org/ei-overview)
State-Level Approaches to Developmental Screening as Part of Comprehensive Services
Oregon’s Approach to Developmental Screenings
Oregon’s Approach to Developmental Screenings

Pamela Deardorff, Director
Oregon Center for Career Development in Childhood Care and Education
Oregon’s Developmental Screening Efforts

Collaborating to create “bridges” to services and supports
Implementing Developmental Screening Using the Ages & Stages Questionnaires®, Third Edition (ASQ-3™) Training Curriculum

Funded in part by:
Oregon Race to the Top—Early Learning Challenge Grant
Early Childhood Comprehensive Systems
&
Child Care Development Fund

[Logo images for Oregon Health Authority, University of Oregon, and ASQ Oregon website]
Partners

• Oregon Health Authority/Transformation Center
• Oregon Department of Education/Early Learning Division
• University of Oregon’s Early Intervention Program
• Oregon Center for Career Development – Oregon Registry
• Oregon Public Health/MIECHV

• Western Oregon University/Statewide CCR&R Coordinator
• Multnomah County Project LAUNCH
• Oregon’s Department of Education Early Intervention/Early Childhood Special Education
Develop Training Curriculum

• Examine national and state policies that promote developmental screening

• Compare and explore how developmental screening differs from other observation/assessments

• Develop competence in developmental screening using the asqoregon.com and paper ASQ-3

• Apply strategies to engage families in conversation about development

• Explore the array of available services and resources promoting early childhood development

• Explore appropriate responses to a child’s screening results and parental concerns using community and web-based resources
Train the Trainers

- Childhood Care and Education Trainers across Oregon (91)
  - English
  - Spanish
  - Russian
  - Vietnamese
  - Chinese

- Home Visitors as Trainers
  - Part C
  - Healthy Families
  - Relief Nurseries
  - Head Start
Integrated Across Systems

• One of Oregon’s key QRIS program standards
  • Children’s Learning & Development Domain
    • The program uses information from screening and assessment to measure development and learning in order to make referrals and do program planning.
Integrated Across Systems

• Early Intervention
  • Pilot project to map out resources and develop tools for facilitating streamlined referral and follow-up to developmental screening.

Pathways from Developmental Screening to Early Services
Integrated Across Systems

• Connected with Act Early Initiative –
  • Materials translated and available in multiple languages
  • Part of other training curriculum - Supporting Children’s Social and Emotional Development Birth-5.
Integrated Across Systems

- Help me Grow State
  - Included in 211 resources
  - Outreach and support from Early Learning Hubs
  - Medical clinic reach
  - Quality Improvement trainings
Questions or reflections for Oregon
Vermont’s Approach to Developmental Screenings
Help Me Grow Vermont

Systems Coordination Strategy for Optimal Child Development

Vermont Department of Health
Vermont Presenters

Janet Kilburn
Help Me Grow State Coordinator
Act Early Ambassador
Vermont Department of Health

Lauren Smith
UDS Registry Manager
Certified ASQ® Trainer
Vermont Department of Health
Promoting Optimal Child Development

Developmental Screening is a Health Department Priority

- Healthy Vermonters 2020 performance measure: % of children, ages 10 through 71 months, receiving a developmental screening using a parent-completed screening tool

- Key strategies
  - Screening in evidence-based home visiting
  - Help Me Grow

Link to the: [Vermont Developmental Screening Brief](#) and [Vermont's Developmental and Behavioral Screening Guidelines and Preferred Tool List](#)
Strategies to Improve Developmental Screening

HMG is a system strategy to increase monitoring and screening of children across various settings and link children and families to existing services and resources.
Bright Futures Guidelines: What’s New in the 4th Ed.?

- Focus on Social Determinants of Health
  - Greater focus on lifelong physical/mental health
  - Strength based approaches

- Updated developmental milestones, surveillance questions and screening guidelines
Opportunities to Optimize Child Development

To Realize the Promise of Vermont’s Children
Help Me Grow Links to Services

Centralized Telephone Access Point

Family and Community Outreach

Child Health Provider Outreach

Data Collection and Analysis

Children’s Integrated Services
5 Specialized Services
  • Early Intervention
  • Nursing
  • Family Support
  • Early Childhood & Family Mental Health
  • Specialized Child Care
Help Me Grow System Components

To bolster healthy child development through families

Community and Family Outreach
What would it take to ensure that all of Vermont’s children receive ongoing monitoring of their developmental progression?

25% of Vermont children who received health services in 2014 received all three recommended developmental screens by age 3*

72% of VT parents with children under age 6 work outside the home relying on childcare up to 40 hours per week

*CHAMP Network Data Summary Report: 2015 Findings. Vermont Child Health Improvement Program (VCHIP), University of Vermont, College of Medicine. (Children’s Health Advances Measured in Practice)
Vermont Innovation

- Implement developmental screening across early childhood settings using a QI training model
- Offer high-quality professional development opportunity to support evidence-based practices and scientifically endorsed tools
Core Components

- QI training protocol & trainer(s)
- Interdisciplinary collaboration
- Data collection and reporting method
- Partnership with parents and caregivers
- Tools and resources
- Professional development opportunities
- Linkage to services
Better Together: Developmental Screening & Monitoring

Link to new research:
Better Together: Developmental Screening and Monitoring
Best Identify Children who Need Early Intervention

Help Me Grow Vermont
Transacted Act Early materials
- Find more translations at: http://www.vermontfamilynetwork.org/services/early-childhood/developmental-milestones/

Offered ASQ-3 trainings to interpreters and cultural liaisons

Interpretation services offered by HMG contact center
QI Training to Child Care Providers

516 Providers from home & center-based programs trained in ASQ-3
192 Trained to use ASQ:SE-2
12 Providers trained in all 12 regions
5,270 Children reached annually

Communities entering data into the Universal Developmental Screening Registry

Early identification has improved!
Demonstrated Outcomes

Strengthened partnerships and improved communication between ECE providers and medical homes - supports health care screening efforts

Increased frequency and quality of developmental support and guidance families are receiving from their child’s ECE provider

Higher quality ECE programs for Vermont’s children
“Our families are all giving positive feedback about developmental screening and some are even relieved to finally receive guidance about what they should expect from their child and what doesn't need to be an unnecessary worry.”

“Finally, we have the tools and supports that we need to offer screening to our children and families.”

“I handed mom the cell phone and I continued to care for the children while she called HMG….”

“Now we feel like we are providing a safety net for our children.”
Help Me Grow National Community of Practice for Integration

Current Status of QRIS in States

January 2017

www.qrisnetwork.org
Help Me Grow System Components

Centralized Telephone Access Point

To connect children and their families to services and care coordination
Help Me Grow
Care Coordination

1. Parent Teacher Conference
2. Solicit parent concerns or needs
3. Refer to Help Me Grow
4. HMG contacts family
5. HMG connects family to resources
6. Child care provider gets feedback from HMG
Protective Factors Pilot

1. Parental Resilience (Be strong, not stressed)
2. Social Connections (Get and give support)
3. Knowledge of Parenting and Child Development (Learn more so you can parent better)
4. Concrete Support in Times of Need (Get help when you need it)
5. The Social-Emotional Competence of Children (Help your child manage feelings and relationships)

Vermont Strengthening Families™
A Protective Factors Framework

Help Me Grow Vermont
Help Me Grow System Components

Data Collection and Analysis

For continuous system improvement
Universal Developmental Screening Registry

- Core Component of Help Me Grow Vermont
- System for UDS implemented across multiple settings
  - No wrong door for developmental screening!
- Registry is the venue for sharing information across settings
Questions or reflections for Vermont?
Collaboration and Coordination
2018 State and Territory Learn the Signs Act Early Ambassadors

Source: https://www.cdc.gov/ncbddd/actearly/ambassadors-list.html
State and Territory Part C Coordinators (I.D.E.A.)

Source: http://ectacenter.org/contact/ptccoord.asp
Collaborative Resource: Project Launch

Source: https://healthysafechildren.org/grantee/project-launch
Collaborative Resource: Help Me Grow

Source: https://helpmegrownational.org
Collaborative Partners

List the various collaborative partners that you have found helpful to support comprehensive services?
Resource: Infant/Toddler Resource Guide

Break to Evaluate
Poll Question #2

How likely are you to use one of the strategies, resources, or collaborative approaches that you heard about today?
Poll Question #3

How much has your understanding improved regarding national and state-level developmental screening initiatives?
Poll Question #4

What other webinar topics would be useful to you?
Thank you for all that you do!
Resources

- Birth to Five Watch Me Thrive!: A Compendium of Screening Measures for Young Children. [Link](https://www.acf.hhs.gov/sites/default/files/ecd/screening_compendium_march2014.pdf)
- Birth to Five: Watch Me Thrive! Toolkit. [Link](https://www.acf.hhs.gov/ecd/child-health-development/watch-me-thrive)
- CDC Developmental Milestones in Action video library. [Link](www.cdc.gov/MilestonesInAction)
- CDC’s Developmental Milestones Materials (English and Spanish). [Link](www.cdc.gov/ActEarly/Orders)
- CDC Developmental Milestone Tracker Mobile App. [Link](www.cdc.gov/MilestoneTracker)
Resources

- Compendium of Screening Tools for Early Childhood Social-Emotional Development

- Early Childhood Developmental Screening: A Compendium of Measures for Children Ages Birth to Five,

- Early Intervention: What It Is and How It Works

- Help Me Grow [https://helpmegrownational.org](https://helpmegrownational.org)
Resources

- Learn the Signs. Act Early. Free Materials
  https://www.cdc.gov/ncbddd/actearly/resources.html

- Promising Practices for “Learn the Signs. Act Early”
  https://blogs.cdc.gov/actearlypromisingpractices/

- Project Launch
  https://healthysafechildren.org/grantee/project-launch

- State and Territory Learn the Signs. Act Early Ambassadors
  https://www.cdc.gov/ncbddd/actearly/ambassadors-list.html

- State and Territory Part C of I.D.E.A. Coordinators
  http://ectacenter.org/contact/ptccoord.asp

- Strategies for Family Engagement: Attitudes and Practices
Resources

4 Training Modules:

- **Watch Me! Celebrating Milestones and Sharing Concerns (English and Spanish)**
  - English: [https://www.cdc.gov/ncbddd/watchmetraining/course.html](https://www.cdc.gov/ncbddd/watchmetraining/course.html)
  - Spanish: [https://www.cdc.gov/ncbddd/watchmetraining/spanish/index.html](https://www.cdc.gov/ncbddd/watchmetraining/spanish/index.html)

5 NCPFCE Interactive Training Modules:

State Capacity Building Center,
A Service of the Office of Child Care

9300 Lee Highway
Fairfax, VA 22031
Phone: 877-296-2401
Email: CapacityBuildingCenter@ecetta.info

Subscribe to Updates
http://www.occ-cmc.org/occannouncements_sign-up/

ADMINISTRATION FOR
CHILDREN & FAMILIES