

RXI Disabilities and Health Services Institute: Disabilities Track



The When, Why, and How of Developmental Screenings

Native American Child and Family Conference

March 20th, 2024

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Head Start Regional TTA Network

Session Objectives



- Review the purpose and processes for developmental screenings for children birth to three and preschoolers.
- Discuss Head Start's role and responsibility in developmental screening, including timelines.
- Practice ways of observing and listening that will support accurate screening results.



“I think our program’s screening process is essential to our work with young children. In case after case, it has caught the first signs of difficulty-the things that are barriers to a child’s learning, whether it’s vision, hearing, speech or behavior issues.”

-Head Start Teacher



The WHAT: Developmental Screening

- Is a process with parents/families
- Identifies possible concerns about a child's development
- A screening is NOT a test



The WHAT: The Screening Tools Must be...

- Research-based
- Designed to give a snapshot of development at one point in time
- Able to identify if the child needs more in-depth evaluation



The WHAT: Screening Tools

Age and culturally appropriate

Sensitive to family's home language

Used by trained qualified staff

Valid and Reliable

Clearly identified for use in screening

SUMMARY TABLE 1 - General Information About Screeners

Screener Title	Developmental Domains Covered (As listed by publisher)	Age Range	Languages of Screener Materials	Training Available Through Publisher or Developer	Must Be Administered by Someone with Technical Background	Scoring Options (Manual, Electronic)	Screener Includes Parent and Family Input	Screener Includes Guidance on Follow-Up Steps
Ages and Stages Questionnaire	Communication Gross Motor Fine Motor Problem Solving Personal-Social	1 - 66 months	English Spanish French	Yes	No	Manual Electronic	Yes	Yes
Ages and Stages Questionnaire: Social-Emotional	Self-regulation Compliance Communication Adaptive functioning Autonomy Affect Interaction with people	6 - 60 months	English Spanish	Yes	No	Manual Electronic	Yes	Yes
Brigance Screens	Expressive language Receptive language Gross motor Fine motor Academics/pre-academics Self-help Social-emotional skills	Birth through end of 1 st grade	English	Yes	No	Manual Electronic	Yes	Yes
Developmental Assessment of Young Children, 2nd Edition	Cognition Communication Social-emotional Physical Development Adaptive Behavior	Birth through 5 years	English	No	Yes	Manual Electronic (Available Fall 2013)	Yes	No
Early Screening Profiles	Cognitive Language Motor Self-Help/Social, Articulation Home Health History Behavior	2 years 0 months through 6 years 11 months	English	Yes	No	Manual	Yes	Yes



The WHAT: The Screening Tools

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The WHEN: Time Frame

Complete or receive developmental screening within 45 calendar days of a child entering the program.



The WHY: Early Developmental Screenings are Important

“Learn the Signs. Act Early.” is a campaign by The Center for Disease Control (CDC).

The campaign focuses on the WHY it is so important for early developmental screenings.

- Developmental milestones (how a child plays, learns, speaks, acts, or moves) are things most children can do by a certain age.
- All young children need both developmental monitoring and developmental screening to know if a child’s development is on track.
- Screening for potential developmental delays in children allows for early treatment and supportive services. Early intervention services may prevent a delay from becoming a disability.



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The HOW: Focused Observations and Focused Listening

Direct Observation

In-Direct Observation

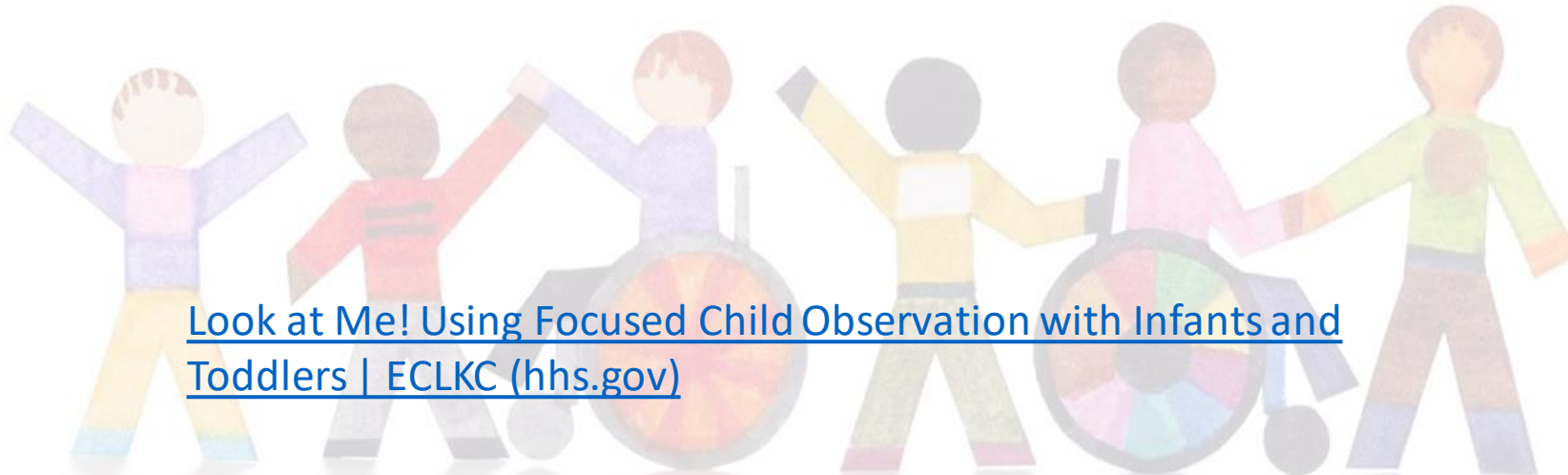
Direct Questions

In-Direct Questions



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The HOW: Focused Observation



[Look at Me! Using Focused Child Observation with Infants and Toddlers | ECLKC \(hhs.gov\)](#)

The HOW: Focused Observation



<https://www.firstonehundred.org/>

The HOW: Focused Listening



What can we learn about a child's development without seeing it?



The Screening is Complete

We observed.

The screening is complete.

We listened.

We have the results.

We learned.

We're ready for next steps



Screening is Complete...What's Next?

Share results with parents/family

If there are no concerns:

- The child participates in individualized learning and care
- Staff conduct ongoing child assessments



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Screening is Complete...What's Next?

If results show concerns:

Have a conversation with parents/family to...

- Explain what screening concerns mean
- Explain what it means to refer
- Gain consent to refer the child to the proper agency



Screening is Complete...What's Next?

Refer child to proper agency for evaluation

- Infants and Toddlers/EHS -refer to the local Early Intervention Agency (Part C)
- Preschoolers/Head Start - refer to the local school district (Part B)



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Barriers



What if a Parent Refuses Consent to Evaluation?



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Questions?

Comments?

Ideas?

Thoughts to share?



Resources



[Get Free “Learn the Signs. Act Early.” Materials | CDC](#)

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The When, Why, and How of Developmental Screenings: Listening Activity

Families are sharing about their child's development all the time in everyday conversations.

We can learn a lot about a child's skill by "listening for developmental skills" without directly asking about a child's skill or ability.

In your group:

Read each of the following statements.

Talk with each other and write down your thoughts for the three questions below.

This is not a test and there is not an answer key.

Statements you might hear a family say:

1. Her sister keeps trying to play peek a boo with her, but she won't play back.

- What developmental domains do you think about when you read this?
- What skills do you think the child has?
- What skills do you think the child doesn't have yet?

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The When, Why, and How of Developmental Screenings: Listening Activity

2. He always needs me to help him stand up and wants me to carry him.

- What developmental domains do you think about when you read this?
- What skills do you think the child has?
- What skills do you think the child doesn't have yet?

3. He tries to be a big boy and do everything his big brother does. He even tries to wash his hands by himself and pour his own juice.

- a. What developmental domains do you think about when you read this?
- b. What skills do you think the child has?
- c. What skills do you think the child doesn't have yet?

4. She has her favorite baby (doll) and hugs it all of the time like she's a little mommy.

- What developmental domains do you think about when you read this?
- What skills do you think the child has?
- What skills do you think the child doesn't have yet?

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The When, Why, and How of Developmental Screenings: Listening Activity

5. He loves the taste of my cooking. He chews and chews food for a long time after dinner time. Sometimes he doesn't even swallow it before its bedtime.

- What developmental domains do you think about when you read this?
- What skills do you think the child has?
- What skills do you think the child doesn't have yet?

6. Shelly knows all the letters of the alphabet. I know because she sings them all the time in the car.

- What developmental domains do you think about when you read this?
- What skills do you think the child has?
- What skills do you think the child doesn't have yet?

7. I don't know why everyone always asks me what he's saying. He talks all the time at home and I can understand him.

- What developmental domains do you think about when you read this?
- What skills do you think the child has?
- What skills do you think the child doesn't have yet?

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8. Dory loves to go to the park. Her favorite thing to go on is the slide. She won't climb the ladder, but she slides down all by herself.

- What developmental domains do you think about when you read this?

- What skills do you think the child has?

- What skills do you think the child doesn't have yet?

9. He feeds himself all the time. Its so cute when he picks up the fruit chunk and puts it on his fork to eat it.

- What developmental domains do you think about when you read this?

- What skills do you think the child has?

- What skills do you think the child doesn't have yet?

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FirstSTEP	Cognitive Language Motor Social- emotional skills Adaptive functioning	2 years 9 months through 6 years 2 months	English	No	No	Manual	Yes	No
Infant Development Inventory	Cognitive Language Motor Social-emotional skills Adaptive functioning	Birth to 18 months	English	No	No	Manual	Yes	No
Learning Accomplishment Profile-Diagnostic Screens	Social Development Self-Help Gross Motor Fine Motor Language	3 years to 6 years	English Spanish	Yes	No	Manual	Yes	No
Parents' Evaluation of Developmental Status	Global/Cognitive Expressive Language and Articulation Receptive Language Fine Motor Gross Motor Behavior Social-Emotional Self-Help School	Birth through 7 years 11 months	English (Forms also translated into 14 other languages.)	Yes	No	Manual Electronic	Yes	Yes
Parents' Evaluation of Developmental Status- Developmental Milestones	Expressive Language Receptive Language Fine Motor Gross Motor Social-Emotional Self-Help Academic: Pre-Reading; Pre-Math, and Written Language	Birth through 7 years 11 months	English Spanish	Yes	No	Manual Electronic	Yes	Yes

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Survey of Well-being of Young Children	Cognitive Motor Language Social-Emotional-Behavioral Functioning Autism Family Factors	2 – 60 months	English Spanish	No	No	Manual Electronic (Available 2015)	Yes	No