

Required Developmental Screenings Procedure

Purpose

This explains the purpose of developmental screenings, the procedure for administering and following up on screening results, and how to submit the results of each child’s developmental screening to PSESD. The purpose of a developmental screening is to quickly identify the developmental status of a child and to see if there are areas of development for which specific support may be needed, including the need for focused support, continued monitoring, and/or further evaluation.

Guidance

A developmental screening must be completed for every child within 45 days of entry into program. The screening is repeated annually for each child, in Head Start (HS) and Early Head Start (EHS), and may be repeated for children in ECEAP.

The ASQ3 (Ages and Stages Questionnaire, 3rd Edition) is the developmental screening tool used in PSESD Early Learning Programs. It screens for development in five areas: communication, fine motor, gross motor, problem solving, and personal-social.

Procedure

The ASQ3 is designed to be completed by the parent. It should be completed when the ASQ-SE2 (for HS/EHS only) is completed and typically during the enrollment visit. The ASQ3 is available in English, Spanish, and may be available to your center in French. If the family speaks any other language, the screening is administered using an interpreter.

Scoring and Follow Up

The screening is scored by the teacher, home visitor, or FCC provider. Results of the screening should be discussed with the parent as soon as possible and a plan is developed with the family for supporting the child and is documented in the child’s file (HS/EHS) or in ELMS (ECEAP). Instructions for follow up and documentation are in the table below.

| ASQ scoring grid indicator | Next steps |
|---|---|
| <p>One or more developmental areas scores within the dark shaded section</p> <p>“Refer” indicates the child needs support, which might include a referral for further evaluation.</p> | <ul style="list-style-type: none"> • Start a <i>Developmental Concern/Disabilities Process Checklist (HS/EHS ONLY)</i>. • Enter results into ELMS (ECEAP ONLY) and document important follow up dates related to referral and evaluation in the Child Development Tab. • Consult with your Center Director for support and guidance. • Discuss results with the family to develop a plan for the child that includes classroom, family child care, and/or home strategies to support the child in areas of need as well as in areas of strengths. Provide the family with information about accessing further evaluation for their child. • Provide support and advocacy to the family throughout the referral and evaluation process. • If the family chooses not to pursue further evaluation, continue to offer focused support in the classroom, at home visits, or in your family child |

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| ASQ scoring grid indicator | Next steps |
|--|---|
| | <p>care program.</p> <ul style="list-style-type: none"> • Access support from a PSESD Disabilities Consultant or Education Coach. • Document all contacts/discussion in the <i>Family Partnership Record and Contact Log</i> or in ELMS as appropriate. • Place the <i>ASQ3 Information Summary</i> in the Education/Special Services section of the child's file. |
| <p>One or more developmental areas falls within the lightly shaded section</p> <p>“Monitor” indicates the child needs support, and progress should be closely monitored.</p> <p>Rescreen child in the area(s) of need in 2 months.</p> | <ul style="list-style-type: none"> • Start a <i>Developmental Concerns/Disabilities Process Checklist (HS/EHS ONLY)</i>. • Enter results into ELMS (ECEAP ONLY) and document important follow up dates related to referral and evaluation in the Child Development Tab. • Consult with your Center Director for guidance and support in monitoring the child's progress. • Discuss results with the family to develop a plan for the child that includes classroom, family child care center, and/or home strategies to support the child in areas of need, as well as areas of strength. • Report results to PSESD as soon as rescreen is completed. • If the scores fall in the “refer” or “monitoring” sections in any area on the rescreen, consult with your Center Director to access support from a PSESD Disabilities Consultant. • Document all contacts in the <i>Family Partnership Record and Contact Log</i> and/or in ELMS. • Place the <i>ASQ3 Information Summary</i> in the Education/Special Services section of the child's file. |
| <p>All developmental areas score within the white section</p> <p>Indicates there are no concerns.</p> | <ul style="list-style-type: none"> • Enter results into ELMS (ECEAP ONLY) in the Child Development Tab. • Share the results with the family as soon as possible. • Document this contact in the <i>Family Partnership Record and Contact Log</i> and/or in ELMS as appropriate. • Place the <i>ASQ3 Information Summary</i> in the Education/Special Services section of the child's file. • Use ASQ3 results in planning for each child's individualized learning plan. |

How to Submit ASQ3 Results to PSESD (Head Start and Early Head Start)

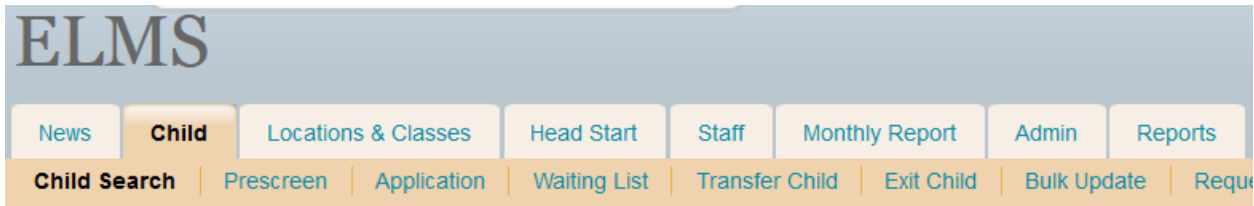
Some sites submit results to PSESD for data entry into ChildPlus and some sites enter data directly in ChildPlus. Your Center Director will advise you about how you should submit your screening results.

Submitting to PSESD for Data Entry

- A data entry worksheet will be sent to sites for each classroom.
- Save the attachments to your computer.
- Reprint new worksheets for re-screens or screenings for new children. **Do not** use a worksheet that was already filled out and sent for a previous entry.
- Enter the date of the screening and the screening status as instructed on the worksheet.
- For teaching staff changes, correct the teacher name on the upper right hand corner of the worksheet.
- Send completed worksheets by scan or fax to the health fax/email line: **888-979-5897**. Information will only be entered from worksheets (not emails or phone calls).

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How to Add ASQ3 in ELMS (ECEAP)



Start on the CHILD tab.

Contractor:

Subcontractor:

Site Name:

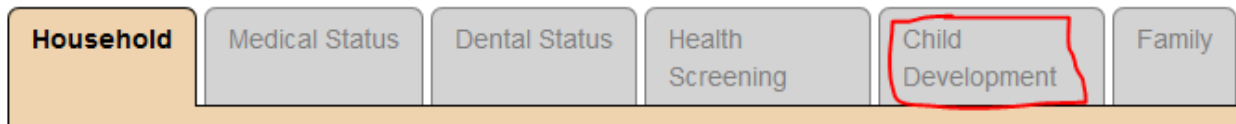
Class Name:

Search

Select your specific site/class and click on the Search button.

| | Child ID | Child First Name | Child Last Name | Child Age | Site | Class | Teacher Name | Child Status | Actions |
|--------------------------|----------|------------------|-----------------|-----------|-------------------------|-------|------------------|-------------------|--|
| <input type="checkbox"/> | 30 | | | | Auburn Alpac Elementary | AuA1 | Tara Fulton, ... | Enrolled in Class | Child/Family Updates View Prescreen View Application Transfer Exit Enrollment History Notes (0) |
| <input type="checkbox"/> | 30 | | | | Auburn Alpac Elementary | AuA1 | Tara Fulton, ... | Enrolled in Class | Child/Family Updates View Prescreen View Application Transfer Exit Enrollment History Notes (0) |
| <input type="checkbox"/> | 27 | | | | Auburn Alpac Elementary | AuA1 | Tara Fulton, ... | Enrolled in Class | Child/Family Updates View Prescreen View Application Transfer Exit Enrollment History Notes (0) |

Click on the Blue "Child/Family Updates" link for the children you want to view. This must be done one child at a time. Currently there is no Child Development Report available in ELMS.



Click on the Child Development Tab

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Household Medical Status Dental Status Health Screening **Child Development** Family Current School Year

You must click Save before leaving this page.

Developmental Screening Requires Follow-Up? No

There is no development screening entered for this child...

Individualized Education Program (IEP) Requires Follow-Up? No

There are no Individualized Education Plans (IEPs) for this Child...

Child Transportation (2014-2015)

Child is usually transported from home to ECEAP by: Describe Other

Mental Health (2014-2015)

Mental health consultation for staff or parent about the child's behavior or mental health at any time during year Yes No

Parent/Teacher Conferences (2014-2015)

There are no parent teacher conferences entered for this child this School Year...

Education/Child Development Follow-Up Notes

There are no follow-up notes entered for this child...

Screening Date:

Screening Result:

Date Referred to Local Education Agency (LEA) for Evaluation:

LEA Evaluation Completed:

Child Qualified for Special Education: Yes No

Screening Result:

- At age level
- Need to rescreen
- Refer for evaluation
- No screening needed – child on IEP other than speech
- No screening required – LEA evaluation of all domains completed or in process

Result Options shown at left.

Related Documents

- Developmental Concerns/Disabilities Process Checklist*
- Family Partnership Record and Contact Log*

Resources

ASQ: www.AgesandStages.com