

Required 45-Day Screenings Procedure

Purpose

This tells staff what screenings are due within 45 days of a child’s first day of attendance.

Procedure

The following screenings must be completed within 45 days of the child’s first day of attendance. Screenings should be completed as soon as possible once a child enters the program to rule out or identify physical, sensory, developmental, or behavioral concerns. All identified concerns require follow-up. Click on the type of screening below to see the procedure:

- Height and Weight Screenings (see [Health section of the ELPM](#))
- Vision and Hearing Screenings (see [Health section of the ELPM](#))
- [Developmental Screenings](#)
- [Behavioral Screenings](#) - Head Start and Early Head Start Only

Developmental Screenings

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

<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; background-color: #e0f2f1; padding: 5px; border-radius: 5px;">HS</div> <div style="border: 1px solid black; background-color: #e2efda; padding: 5px; border-radius: 5px;">ECEAP</div> </div> <p style="text-align: center;">and Family Child Care (children 3-5 years)</p> <p>The questionnaire portion of the ASQ-3 is designed to be completed by the parent. It should be completed with the ASQ:SE2 (for HS/EHS only) and typically during the enrollment visit. The ASQ-3 is available in English and Spanish. If the family speaks any other language, the screening is administered using an interpreter, with the teacher present for clarification of any questions the family may have.</p>	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; background-color: #e0e0ff; padding: 5px; border-radius: 5px;">EHS</div> <div style="border: 1px solid black; background-color: #fff9c4; padding: 5px; border-radius: 5px;">EHS-HB</div> </div> <p style="text-align: center;">and Family Child Care (children under 3 years)</p> <p>The questionnaire portion of the ASQ-3 is designed to be completed by the parent. It should be completed with the ASQ:SE2 (for HS/EHS only) and typically during the enrollment visit. The screening is repeated annually. The ASQ-3 is available in English and Spanish. If the family speaks any other language, the screening is administered using an interpreter, with the teacher present for clarification of any questions the family may have.</p>
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Children with Current IEPs or IFSPs

An ASQ-3 is not required for children with an Individualized Education Plan (IEP) or an Individualized Family Services Plan (IFSP) if the child was evaluated in all 5 developmental areas in an evaluation from a school district, early intervention agency, or medical provider. The full evaluation must be obtained and included in the family file under the Education and Special Services tab.

If a child has been evaluated and is receiving therapy services in **only one area** (i.e. speech), the child must receive screening in all other developmental areas to confirm those areas are “on track,” and to ensure the absence of any additional concerns.

The [Release/Exchange of Confidential Information \(Non-Health\)](#) can be used to obtain a copy of the child’s evaluation.

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Scoring

The screening is scored by the teacher, home visitor, or FCC provider. Scoring directions are outlined in the PSESD Early Learning required online course: “Developmental Screening: Using the ASQ-3” as well as the ASQ-3 User’s Guide. Results of the screening should be discussed with the parent as soon as possible. After scoring the child’s ASQ-3, completely fill out the ASQ-3 Information Summary sheet. Place the child’s completed ASQ-3 Questionnaire/Information Summary in the Education and Special Services section of the family file.

Score Reporting

ECEAP

ASQ-3 scores (including any re-screens) are recorded in ELMS. For technical assistance in ELMS:

- Review the [DCYF ELMS resource page](#) or the [ELMS resource in ELWA](#)
- Contact Sue Gettmann (sgettmann@pseud.org)

HS

EHS

An ASQ data entry worksheet will be sent by PSESD Early Learning 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 from emails or phone calls).

EHS-HB

Home Visitors enter ASQ-3 scores directly into ChildPlus.

Follow up (all programs): Depending on the child’s score, the follow up guidance varies. Follow the specific instructions in the table below and document all contacts/discussion in the Family Partnership Record and Contact Log or in ELMS as appropriate.

ASQ-3 Scoring Grid Indicator	Next Steps
<p>One or more developmental areas score within the dark shaded section of the scoring grid</p> <p>“Refer” indicates the child needs support, which might include a referral* for further evaluation.</p> <p>*Referrals based on developmental concerns typically go through an early intervention agency (for infants/toddlers) or ChildFind with the family’s home school district (for preschoolers).</p>	<p>HS EHS</p> <p>Start a Developmental Concern/Disabilities Process Checklist. Place a paper copy of this form in the family file.</p> <p>ECEAP</p> <p>Enter results into ELMS and document important follow up dates related to referral and evaluation in the Child Development Tab.</p> <p>All Programs</p> <ul style="list-style-type: none"> • 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. Any referral decision is made in collaboration with the family and requires parent consent. • 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 care program.

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ASQ-3 Scoring Grid Indicator	Next Steps
<p>One or more developmental areas falls within the lightly shaded section of the scoring grid</p> <p>“Monitor” indicates the child needs support, and progress should be closely monitored.</p> <p>Rescreen child only in the area(s) indicating “rescreen” in 6-8 weeks (2 months).</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #e0f2f7;">HS</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #e8eaf6;">EHS</div> </div> <p>Start a Developmental Concern/Disabilities Process Checklist. Place a paper copy of this form in the family file.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #e0f2f7;">ECEAP</div> </div> <p>Enter results into ELMS and document important follow up dates related to referral and evaluation in the Child Development Tab.</p> <p>All Programs</p> <ul style="list-style-type: none"> • 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, using a new data entry worksheet (HS/EHS Center-Based), or enter scores into ELMS (ECEAP). • If the rescreen 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.
<p>All developmental areas score within the non-shaded section</p> <p>Indicates there are no concerns at the time the screening was administered.</p>	<ul style="list-style-type: none"> • Discuss results with the family. • Screen annually (EHS only)

Behavioral Screenings

A social-emotional/behavioral screening is required for Head Start and Early Head Start programs. The ASQ:SE-2 (*Ages and Stages- Social-Emotional, 2nd Edition*) is the social-emotional/behavioral screening tool used in our Head Start and Early Head Start programs.

<div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #e0f2f7; width: 40px; margin: 0 auto;">HS</div> <p>and Family Child Care (children 3-5 years)</p> <p>The questionnaire portion of the ASQ:SE-2 is designed to be completed by the parent and should be completed when the ASQ-3 Developmental Screening is completed, typically during the enrollment visit, and always within 45 calendar days of when a child first attends the program. The ASQ:SE-2 is available in English and Spanish. If the family speaks any other language, the screening is administered with an interpreter and the teacher (who is present for clarification of any questions the parent may have).</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #e8eaf6; width: 40px;">EHS</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #fff9c4; width: 40px;">EHS-HB</div> </div> <p>and Family Child Care (children under 3 years)</p> <p>The questionnaire portion of the ASQ:SE-2 is designed to be completed by the parent and should be completed when the ASQ-3 Developmental Screening is completed, typically during the enrollment visit, and always within 45 calendar days of when a child first attends the program. The screening is repeated annually. The ASQ:SE-2 is available in English and Spanish. If the family speaks any other language, the screening is administered with an interpreter and the teacher (who is present for clarification of any questions the parent may have).</p>
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Children with IFSPs and IEPs

All children, including those with current Individualized Family Service Plans (IFSPs) and Individualized Education Plans (IEPs) should receive a social-emotional/behavioral screening (ASQ:SE-2).

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Scoring

The screening is scored by the teacher, home visitor, or FCC provider and the results are shared with the family as soon as possible. The scoring procedure is outlined in the PSESD Early Learning required online course: *Social-Emotional Screening: Using the ASQ:SE-2*, as well as in the ASQ:SE-2 User Guide which is located at each EHS/HS site. After scoring the ASQ:SE-2, completely fill out the ASQ:SE-2 Information Summary sheet. Place the child's completed Questionnaire and Information summary in the Education and Special Services section of the family file.

Follow Up

A plan is developed with the family for supporting the child when screening reveals a risk factor, and the plan is then documented in the family file. That plan may include a re-screen and/or referral for further evaluation by a trained professional. Depending on the needs of the child and concern of the family, referrals may go through an early intervention agency or the local school district (for developmental concerns) or to an early childhood mental health specialist (for concerns more related to the child's social-emotional well-being and/or concerns if the child has experienced trauma or high stress). Remember to consider ASQ-3 results together with ASQ:SE-2 results to determine next steps, keeping all aspects of the child's development in mind.

If you need help with scoring or with determining next steps, please contact your Education Coach, Disabilities Consultant, or Mental Health Consultant.

Submitting ASQ:SE-2 results to PSESD

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



For Programs who are submitting results via the Data Entry form to PSESD for entry into ChildPlus

- A Data Entry Worksheet will be provided to you via email from PSESD to record your screening scores.
- Save this attachment to your computer.
- Reprint a **new worksheet as needed** to submit scores for children who enroll late, and throughout the year. **Do not add to a worksheet that was already completed and sent in previously for data entry.**
- Enter the date that the screening was administered, and the screening scores as instructed on the worksheet.
- Send the completed worksheet to PSESD as soon as possible following scoring, and as close as possible to the 45 calendar days of child's first attendance in the program.
- For teaching staff changes, correct the teacher name on the worksheet.
- Send all completed worksheets by scan or fax to the health fax/email line: **888-979-5897**. Information will only be entered from worksheets (not from emails or phone calls).

Instructions for follow up are in the table below. **All conversations with families are documented in the [Family Contact Log](#).**

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ASQ:SE-2 Scoring Grid Indicator	Next Steps
<p>Score in the dark shaded area/above the cutoff point on the scoring grid</p> <p>“High Risk” indicates there are risk factors for this child, and the child may need further evaluation.</p>	<ul style="list-style-type: none"> • Discuss results with the family as soon as possible to develop a plan that outlines classroom and home strategies to support the child, which could include additional consultation with a Mental Health, Health, and/or Disabilities Consultant or referrals for evaluations to outside agencies. Any referral decision is made in collaboration with the family and requires parent consent. • Complete a Request for Mental Health Observation or Consultation form as needed.
<p>Score in light shaded area/close to the cutoff point on the scoring grid</p> <p>“Monitor” indicates there may be risk factors for this child that should be monitored.</p>	<ul style="list-style-type: none"> • Discuss results with the family as soon as possible to develop a support plan for the child. Part of the monitoring plan for the child includes providing targeted social-emotional support activities (see the ASQ:SE-2 User’s Guide, page 239, for suggestions). The plan may also include rescreening if the teacher and family agree that would be helpful.
<p>Score in the non-shaded area/below the cutoff point on the scoring grid</p> <p>“Low risk” indicates that the child’s social-emotional development appears to be on track at the time the screening was administered.</p>	<ul style="list-style-type: none"> • Share results with the family • Screening completed annually (EHS only)

Resources

[ASQ](#)

[Tips and Resources for the ASQ:SE-2](#)

[Special Services Resources page in ELWA](#)