



## **Child Developmental and Social-Emotional Screenings**

### **PROCEDURE / APPROACH**

Timely and ongoing screenings are critical for children between the ages of 0-5. The developmental and social emotional guidance that is established during these early years lays out the foundation for lifelong healthy development and school success. Screenings provide a wonderful opportunity during the Initial Home visit to get to know the child's developmental and social emotional growth and begin an important relationship with the parent on how to foster their child's development. Southern Oregon Head Start (SOHS) children receive a developmental and social-emotional screening within 45 days of their initial class start date or for home-base upon their first home visit. For children ages 3 and over, an Articulation Screening is also completed. Additional screenings may be completed on an individualized basis as needs and concerns arise. A screening or screenings may indicate the need for a referral for further evaluation where the child may qualify for special education services and/or mental health therapy. SOHS staff will ensure that any needed referrals will be submitted in a timely manner with parent consent.

#### **HEAD START PROGRAM PERFORMANCE STANDARDS:**

- 1302.33-Child Screenings and Assessments
- 1302.41-Collaboration and Communication with Parents
- 1302.42(d)(1)(2)-Child Health Status and Care
- 1302.53(a)(1)-1302.53(a)(2)(ii)-Community Partnerships and Coordination with other Early Childhood and Education Programs
- 1302.60-1302.62-Additional Services for Children with Disabilities

### **PROCEDURE:**

#### **Developmental Screening/Ages and Stages Questionnaire-3 (ASQ-3)**

1. The ASQ-3 is administered during the initial home visit in partnership with the parent. Children on an Individual Family Service Plan (IFSP) are exempt from this screening. The intent is that as many items as possible on the ASQ-3 are directly observed by the staff and parent. Self-report on items may be used in special circumstances such as when the child's illness prevents direct observation within the 45 day timeline for completion. In that event, self-report may be used and a second administered ASQ-3 may be needed if concerns arise from observation.
2. When administering the ASQ-3 the Teacher, Early Head Start (EHS) Specialist or Home Visitor must ensure that the correct screening according to the child's age is chosen.

3. Once completed, the results are documented on the Green Summary form by the Teacher, EHS Specialist or Home Visitor and the center's Area Assistant data enters the results and attaches both the ASQ-3 and the Green Summary form into the data system in the child's electronic file in the ASQ-3 section of the Education tab.
4. Teachers, EHS Specialists or Home Visitors who have concerns regarding the screening results may rescreen the child within 45 days or recommend to the parent a referral for further evaluation with an Early Intervention Early Childhood Special Education (EI/ECSE) agency.
5. If a rescreen is needed this will be indicated on the Green Summary form and the center's Area Assistant will enter a rescreen is needed into the data system and set a due date within 45 days of the initial screening.
6. If a referral to EI/ECSE is warranted this will be indicated on the Green Summary form and the Area Assistant will enter it into the data system and create a Developmental Screening Internal Referral in the Disabilities and Mental Health tab. The Teacher, Specialist or Home Visitor will follow the EI/ECSE 3 Step Referral Process Guide, see Referral for Evaluation to EI/ECSE Services Policies and Procedures for the complete referral process. When an EI/ECSE referral is ready to be submitted to the EI/ECSE agency, the Disabilities and Mental Health Service Area Assistant will resolve the Developmental Screening Internal Referral and create a Concern in the Disabilities and Mental Health tab in the Processing Documentation section. The Dis-MH SAA will indicate in this section each areas of concern that we are referring the child to EI/ECSE for.
7. Teachers, EHS Specialists and Home Visitors will set individualized goals and plan for activities to support those goals based on the ASQ-3 outcomes.

### **Articulation Screening**

1. During the Initial Home Visit along with the ASQ-3 a speech Articulation Screening will be completed for children ages 3 and above.
2. Once completed, the results are documented on the Green Summary form by the Teacher, EHS Specialist or Home Visitor and the center's Area Assistant attaches the Articulation Screening into the data system in the child's electronic file in the ASQ-3 section where the ASQ-3 and Green Summary are also attached in the Education tab.
3. Errors on the Articulation Screening might indicate a possible need for a referral to an EI/ECSE agency, see Referral for Evaluation to EI/ECSE Services Policies and Procedures for the complete referral process.

### **Social-Emotional Screening, Ages and Stages Questionnaire-Social Emotional (ASQ-SE)**

1. The ASQ-SE is completed with the parent during the Initial Home Visit, within 45 days from the class start date or first home visit for home based. This screening is all

self-reported, with the Teacher, EHS Specialist or Home Visitor asking questions to the parent about their child.

2. Once completed, the results are documented on the Green Summary form by the Teacher, EHS Specialist or Home Visitor and the center's Area Assistant enters the results and attaches the screening in the data system in the child's electronic file in the ASQ-SE section of the Education tab.
3. If the screening score is above the cutoff score the center's Area Assistant will create a Social-Emotional Screening Internal Referral in the child's data system file in the Disabilities and Mental Health tab. The center's Mental Health Consultant (MHC) and Early Childhood Behavior Specialist will review all child ASQ-SEs above the cutoff scores prior to their first classroom observation.
4. Upon completion of the first MHC classroom observation debrief or consultation for Home-Based children, the Family Advocate, EHS Specialist or Home Visitor will create a follow up note to the child's Social Emotional Screening Internal Referral in the child's data system file. If the MHC and/or staff have mental health concerns for a child, a Mental Health Behavioral Concern will be created in the child's data system file by the Family Advocate, EHS Specialist or Home Visitor in the Disabilities and Mental Health tab, Process Documentation section.
5. The Mental Health Behavioral Concern entered into the data system will be followed up with a note that is either a request for an Individual Observation to be completed by the MHC, or with a note that says a Mental Health referral is being recommended to the parent. Family Advocates, Specialists or Home Visitors will communicate with the parent the team's concern and will request either the Individual Observation (if applicable) or recommend a Mental Health referral. Before an Individual Observation can be completed by the MHC the parent must sign a permission form, the MH-1 form. For further information on Mental Health referrals please see Mental Health Referral Process Policy and Procedure.
6. The Disabilities and Mental Health Manager will review all Internal Referrals that have been entered due to elevated ASQ-SE scores, and follow up when necessary with staff. When proper documentation for the Internal Referral has been entered, the Disabilities and Mental Health Manager will mark the Internal Referral as resolved.
7. When a child is in need of an EI/ECSE referral that includes social-emotional concerns the ASQ-SE screening will be submitted along with the ASQ-3 to the EI/ECSE agency. The Teacher, EHS Specialist or Home Visitor will follow the EI/ECSE 3 Step Referral Process Guide, see Referral for Evaluation to EI/ECSE Services Policies and Procedures for the complete referral process.
8. Teachers, EHS Specialists and Home Visitors will set individualized child goals and plan for activities based on ASQ-SE outcomes.

### **Staff Training Procedure Guide for Screenings**

Below guide is updated annually and trained to staff during the Initial Home Visit training in August or during New Employee Orientation Content Day. This procedure guide is in the Center Education Binder and on the Education Resources and Training SharePoint.

**Who needs an ASQ-3 and/or an ASQ-SE?**

New children entering EHS/HS on an IFSP ASQ-SE

New children entering EHS ASQ-3 & ASQ-SE

New children entering HS ASQ-3 & ASQ-SE

**Who needs an Articulation Screening?**

Any child who is 3yrs and above and needs an ASQ-3 completed also needs an articulation screening.

**ASQ-3, ASQ-SE and Articulation Screenings are to be completed during the Initial Home Visit**

All screenings will be completed on paper forms using the appropriate interval dependent on the child's age with adjusting for children who were born premature. The online ASQ calculator can be used to ensure the correct form for the child's age is being administered. If an ASQ-3 or Articulation Screening is not completed during the initial home visit it can be completed with the child during class time where results are to be reviewed and discussed with the parent.

**ASQ-3 and ASQ-SE screenings are due within 45 days from the child's first day in class or from the child's first home visit for children in our Home Based program.**

**Planning Notes** must be given if the 45 day deadline was not met. In SHINE in the Education Tab where our ASQ screenings are documented, you will find just above "Documentation" an area to note why the 45 day deadline was not met and your plan to complete the ASQ screening(s).

## ASQ Planning Notes Documentation

**EDUCATION SCREENINGS** [Cancel] [Save]

Sort by: Name - Ascending

Developmental - ASQ (Ages and Stages Questionnaire)	Screening Status: Screening Completed	Screening Due: 12/9/2022	Rescreen Status: Required Rescreen Not Yet Due	Rescreen Due: 1/8/2021
Other - Other	Screening Status: Screening Completed	Screening Due: 1/15/2021	Rescreen Status: Rescreen Past Due	Rescreen Due: 12/14/2020
Social-Emotional - ASQ-SE (Ages and Stages Questionnaire: Social-Emotional)	Screening Status: Screening Completed	Screening Due: 11/5/2022		

**PLANNING**

Planning Date: mm/dd/yyyy

Status: - Select -

Note: - Select -

- Need Appointment
- Appointment Scheduled
- Screening Attempt
- Staff/Internal follow-up

**DOCUMENTATION** +

Developmental - ASQ (Ages and Stages Questionnaire) - 12/9/2020 X

## Documenting ASQ Screening Results/Green Summary Form

Teachers, specialists and home visitors will utilize the Green Summary form to document the screening results of the ASQ-3, ASQ-SE and if applicable the Articulation Screening. For children on an IFSP, the “Teacher Use:” result box for the ASQ-3, is to be documented as exempt.

<b>Teacher Use:</b>	
ASQ-3 <i>exempt</i>	ASQ-SE
<input type="checkbox"/> Pass	<input type="checkbox"/> Pass
<input type="checkbox"/> Rescreen	<input type="checkbox"/> Refer Dis/MH
<input type="checkbox"/> Refer Dis/MH	
<b>Rescreen Due Date:</b>	
<input type="text"/>	

- The Green Summary form is to be given to the center’s area assistant to then data enter the screening results in SHINE in the Education tab. If the screenings are not completed at the same time a separate Green Summary form for each screening should be completed and given to your area assistant so that data entry can be completed as soon as possible.
- The area assistant will upload the ASQ-3, Articulation Screening and the Green Summary form attaching them in the Developmental Screening area in SHINE.
  - When the Green Summary form is marked “Refer Dis/MH” for the ASQ-3 screening the area assistant will also create a Developmental Screening Internal Referral in SHINE in the Disabilities and Mental Health tab.
  - When the Green Summary form is marked “exempt” the area assistant will indicate this in the documentation of the Developmental Screening and will attach the Green Summary form.

3. The area assistant will upload the ASQ-SE screening in the Social Emotional Screening area in SHINE.
  - a. When the Green Summary form is marked "Refer Dis/MH" for the ASQ-SE the area assistant will also create a Social-Emotional Screening Internal Referral.
4. At the end of September the area assistant will send a copy of each classroom's completed Green Summary forms to the Disabilities and Mental Health Manager in interoffice mail. All Green Summary forms data entered after September are to be sent in on a once a week basis.

### **ASQs Rescreen Criteria**

#### **ASQ-3:**

ASQ-3s done by parent report in full or in part need to be reviewed for accuracy once the child starts class. Concerns that arise may indicate a need for a rescreen and a referral to EI/ECSE.

Rescreens are only needed if there is a concern that the child may need to be referred to EI/ECSE for further evaluation, as continued monitoring can be completed through TSG observation and checkpoints. A pass on an ASQ-3 screening is not intended to reflect that the child passed in every area. Children who only score low in one area, so long as it is not the area of communication and/or articulation, do not need a rescreen in that one area. Please contact disabilities manager for any assistance in determining if an ASQ-3/articulation screening is a Pass/Rescreen/Referral.

Area assistants are to enter an ASQ-3 rescreen date one month from the date the previous screening was completed.

Classroom teams as well as home-based home visitors are to provide activities to foster growth in the specific areas the child needs to be rescreened. If a child has many absences leading up to a needed rescreen the rescreen date can be changed to a later time.

A new Green Summary form is to be used for each rescreen and procedures for data entry by the area assistant are the same as for the initial screening with the exception that the new screening will be marked as a rescreen.

#### **ASQ-SE:**

The only time that a child needs an ASQ-SE rescreen is when a referral to either EI/ECSE or a Mental Health agency needs to be made and the current ASQ-SE is not accurate and/or the past screening age interval no longer represents the child's current age. The screening results should reflect the concerns that are present both at school and at home.

### **Rescreens and Referrals**

Rescreens are only completed due to concerns that a referral to Early Intervention/Early Childhood Special Education (EI/ECSE) maybe needed.

Knowing what qualifies for an EI/ECSE referral helps you determine if a Rescreen is indeed necessary.

- A child must have a significant delay, score at 7% or below in order to qualify for Special Education services.
- Communication is the only sole area to which a child can receive EI/ECSE services. If a child does not qualify in the area of communication, he/she must be at 7% or below in 2 of the other areas in order to qualify.

#### 1. SCORING RESULTS:

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	27.06	30.00							★						
Gross Motor	36.27	55.00												★	
Fine Motor	19.82	20.00				★									
Problem Solving	28.11	35.00								★					
Personal-Social	31.12	55.00												★	

Black area: Referral most likely needed, generally speaking.

Grey area: Potentially a referral maybe needed, generally speaking.

Considerations:

- Screeners must keep in mind that children may score low not due to a disability but due to a simple lack of exposure. Lack of exposure does not qualify a child for EI/ECSE services. If a child is provided activities and growth is made then a referral is not necessary, so long as the child continues to progress at a consistent rate.
- Children also may score low in one or more areas simply because they did not participate or they partially participated but were distracted, during the time of the screening. There must be observable data as well as data that is accurate to the best of knowledge of the screener, in order to proceed with a referral. You may need to get creative in order to observe a child's current developmental level if they refuse to participate when conducting the ASQ-3 screening in the typical manner.
- An ASQ-3 screening should reflect the child's consistent displayed level of development, and not just how they performed during the time of the screening itself.
- A child may score okay or even well in communication but they however may have a high number of articulation errors. Articulation errors alone can constitute a need for a referral.

Reviewed: 08/30/2023

Revised: 8/30/2023

Policies & Procedures: **Disabilities and Mental Health**

Page 8 of 8