



DECA- P2

DEVEREUX EARLY CHILDHOOD ASSESSMENT FOR PRESCHOOLERS

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Updated SOP

Directors/administrative

1. Upon enrollment, it is the responsibility of the center directors to add children to the DECA online platform.
2. Center directors will use child plus to access children's names, birthdates and guardian's names. They will enter the child's first name, last name, date of birth, entry date and parent info into the DECA website.
3. Directors have the ability to move children around within their classrooms. For example, the CD at Muldoon can move children from MA to MC. But not between sites. If a child moves from MA to Ridgeline, please contact the CDA for support with moving the child.
4. Directors ensure every child has a DECA screening completed within 45 days. The CDA will e-mail you and your teaching staff when the due dates are coming near.
5. Directors ensure all children have a single rating reports uploaded in Child Plus in the education section under the attachment tab.
6. Directors review the results to the teacher DECA screenings to determine who needs goals set and support their teachers with goal setting. Once the parent meetings are held, the completed goal forms are uploaded to child plus. Please inform the DMHC, CDA, FSC and FA's when the documents are completed and in Child Plus.
 1. This will allow for us to complete our next steps in the process including reviewing and tracking documents.
7. At the end of each month the DMHC will contact the teaching staff and center director so they know who still needs goal setting completed.

Teaching Staff

- It is the teacher's responsibility to ensure that parent screenings are completed within 45 days of entry into the program.
- Ideally, parents will be given the screening during the Meet & Greet. Parents should complete the screening on the iPad/computer. If this is not possible, a printed copy can be completed. It is the teacher's responsibility to ensure the screening is input in the child plus.
 - Completed written screenings should be filed under the mental health tab.
 - Once the parent screening is input on the online DECA system, download a copy of the single rating report naming it 'Parent Single Rating' with the child's initials. Ex: (JW, parent single rating)
 - Next enter child plus, click on the child's name → education tab → and then attachments. Click the green button, 'add attachments'. Under the attachment type, there are two options, DECA Single Rating and DECA home school goals. Mark it as DECA Single Rating. Under the description write, 'pre'.
- After four weeks of school, the teacher will complete the DECA screening and save it on child plus just as they did the parent screening. Differences will be 'JW teacher single rating'.
- The teacher data is used to determine if home/school goals are needed. Looking at the 'group profile', on the DECA online program children who have needs (red box) in either in *Total Protective Factors* (TPF) or *Behaviors Concerns* (BC) will need to have home/school goals created.
 - If possible and time allows, please use the parent teacher conferences as the time to address these needs.
 - Teachers can use the results to narrow down goals to those that can easily be incorporated into the class and home but the final decision must be made with the family.
 - Once two or three total goals are chosen for the targeted concerns, print off a final copy and upload it to Child Plus and let your center director know that goals have been set. They will then inform the needed people that goals are set and ready for review.
 - Family advocates review the goals with the families during their home visits, please ensure you are communicating when them about progress and important conversations.

Teaching Staff – Continued

- For the parent teacher conferences, transfer the parent and teacher results to the carbon copy half page and share the results with the family. To do this:
 - Log into <https://www.e-deca2.org>
 - Under the view ratings tab click → Group Profile. Complete the class information to pull up the needed report. Note: We do not report the TPF score on the half sheet.
 - Once the group profile has been created for parent and teacher results, use that to write results on the half sheet.
 - Results will be shared at the PTC (parent teacher conference) in October.
 - If any parents enroll in KCI after the start of program year, those results will be saved until the next PTC. The DMHC will hold on to the extra half sheets and release them before the next PTC.
 - Any children who start late but indicate a concern in TPF and/or BC, will get assigned goals ASAP instead of waiting for the next PTC.
- The second round of screenings in April will not be shared with the families. All students are rescreened by the teacher.
- The only parents that will re-screen their child are those who indicated a need in any of the five areas (i.e., they had a red box).
- **COVID-19** Procedure Changes
- Screenings will be completed verbally either over the phone or zoom. Alternatively, a paper copy of the screening can be sent home and returned.

Intro

- ▶ The DECA-P2 is a social and emotional screening.
- ▶ The DECA focuses on resiliency- which is the ability to cope with/bounce back from hardships.
- ▶ Resilient people have protective factors that help them succeed and carry on.
- ▶ The DECA screens children's resilience. If they do not have enough protective factors we, as their class teachers and families, will help children learn what they need to be successful in the future.

Devereux Early Childhood Assessment for Preschoolers
Second Edition (DECA-P2)
 (for children ages 3 through 5 years)

Paul A. LeBuffe ■ Jack A. Naglieri

Child's Name: _____ Gender: _____ Date of Birth: _____
 Program/Site: _____ Classroom/Group: _____ Age: _____
 Person Completing this Form: _____ Relationship to Child: _____ Date of Rating: _____

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an 'X' through it and fill in your new choice as shown to the right. Please do not skip any items.

Never ☒ Rarely ☒ Occasionally ☐ Frequently ☐ Very Frequently ☐

Item	Never	Rarely	Occasionally	Frequently	Very Frequently
1. act in a way that made adults smile or show interest in him/her?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. listen to or respect others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. control his/her anger?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. seem sad or unemotional at a happy occasion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. show confidence in his/her abilities (for instance, say "I can do it!")?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. have a temper tantrum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. keep trying when unsuccessful (show persistence)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. seem uninterested in other children or adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. use obscene gestures or offensive language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. try different ways to solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. seem happy or excited to see his/her parent or guardian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. destroy or damage property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. try or ask to try new things or activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. show affection for familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. learn or organize play with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. show patience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. ask adults to play with or read to him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. have a short attention span (difficulty concentrating)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. share with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. handle frustration well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. fight with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. become upset or cry easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. show an interest in learning new things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. trust familiar adults and believe what they say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. accept another choice when his/her first choice was not available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. seek help from children/adults when necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. hurt others with actions or words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. cooperate with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. calm himself/herself down?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. get easily distracted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. make decisions for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. appear happy when playing with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. choose to do a task that was hard for him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. look forward to activities at home or school (for instance, birthdays or trips)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. touch children or adults in a way that you thought was inappropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. show a preference for a certain adult, teacher, or parent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. play well with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. remember important information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- ▶ 1 Page
- ▶ 38 Questions
- ▶ Available in English and Spanish

Devereux Early Childhood Assessment for Preschoolers Second Edition (DECA-P2)

(for children ages 3 through 5 years)

Paul A. LeBuffe ■ Jack A. Naglieri

Child's Name: _____ Gender: _____ Date of Birth: _____
Program/Site: _____ Classroom/Group: _____ Age: _____
Person Completing this Form: _____ Relationship to Child: _____ Date of Rating: _____

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an **X** through it and fill in your new choice as shown to the right. Please do not skip any items.


Never	Rarely	Occasionally	Frequently	Very Frequently
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- ▶ Always complete this part of the assessment fully.
- ▶ Include person completing the form and how they are related to the child.
- ▶ Do not forget the **Date of Rating**.


Adding Children's names

- ▶ It is the responsibility of the Center Director to add the children's names. There are a limited number of tests, please ensure the child is attending before adding them to the program.
- ▶ When adding the child's name you must add a parent name as well.
- ▶ The teacher and parent screenings are scored differently. The exact same answers to the questions will have a different score depending on who is completing it.
- ▶ It is very important to specify if it is the teacher or parent completing the screening. For example if you write John – dad, but mom fills it out, the score will still be correct because it is a parent.
- ▶ Likewise if you need to input a child's information but you are not listed as the teacher, choose another teacher.
- ▶ If your child is not in the computer during the meet and greet, you can just complete a paper copy.

Secure | https://www.e-deca2.org/welcome.aspx

 **Devereux**
ADVANCED BEHAVIORAL HEALTH

CENTER FOR
RESILIENT CHILDREN



e-DECA 2.0

[e-DECA Home](#) | [Input Ratings](#) | [View Ratings / Reports](#) | [e-DECA Management](#) | [Help](#)

Welcome Page


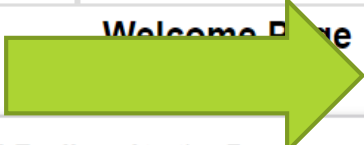
Welcome **Steffi Redhead** to the Devereux As

Your access to the Devereux Assessment Assistant is currently set to:

[Manage Children](#) ▶
[Manage Groups](#) ▶

[Manage My Account](#)

[Create a New Child Record](#)
[Work with Existing Children](#)



- ▶ On the main page, hover your mouse over “e-Deca Management”
- ▶ Under “Manage Children” click “Create A new Child Record”

- Use child plus to get the full name, birthdate, gender, and entry date.
- Then choose the class the child would be assigned to.
- Highlight the class and press the orange arrow to move the school name from Available sites to Assigned sites.

Secure | <https://www.e-deca2.org/mcChildUpd.aspx>

e-DECA Home | Input Ratings | View Ratings / Reports | e-DECA Management | Help

Update a Child

Update a Child

Program: 815- Anchorage School District Preschool Program





[Original Update a Child Page](#)

Name (Last)*: **(First)*:** **(Middle):**

Date Of Birth*: **Gender:** **External Id:**

Status*: **Entry Date:**

Site/Group Assignments:

Available Site(s) / Group(s)		Assigned Site(s) / Group(s)
KCI		
... Airport Heights KCI		
... Creekside		
... Do Not Use		
... Gladys Wood		
... Kci off ASD site		
... Stay Away		
... Willow Crest		

KCI

- ... Airport Heights KCI
- ... Creekside
- ... Do Not Use
- ... Gladys Wood
- ... Kci off ASD site
- ... Stay Away
- ... Willow Crest

* Required

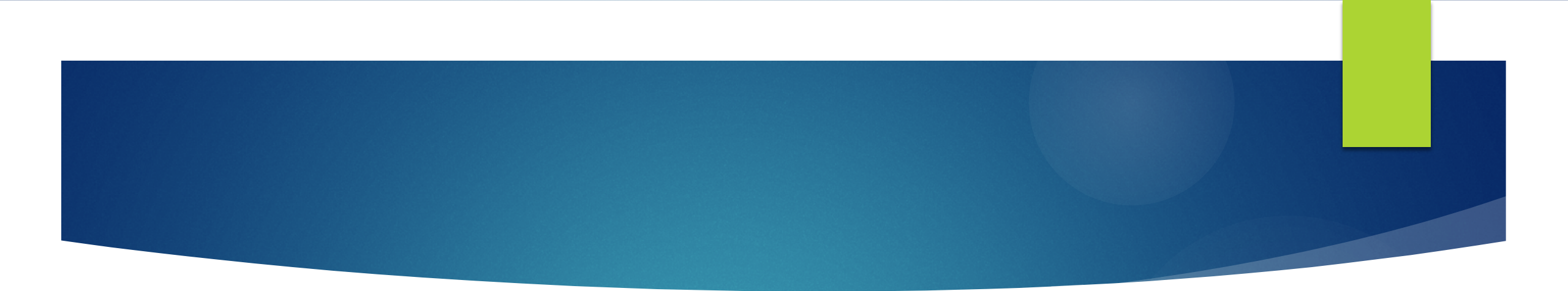
Submit

Contacts:

LName	FName	MName	Contact Type	Phone	Email	Edit

~ Enhancing Social-Emotional Development ~
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 521

- ▶ Do not forget the bottom part of the page. You must put in contacts for the child.
- ▶ The contacts you choose dictate a point scale.
- ▶ Use child plus “Application” area to write the ‘last name’ ‘first name’ and the **contact type** ‘Mother, father, aunt, uncle. Etc.
- ▶ You do not need to enter the phone number or e-mail.
- ▶ Later when inputting data you will only be able to choose who completed the form by the drop down menu.

- 
- ▶ Use child plus to find your child's name, birthday and family member's names. You can pull report 2025 and specify those areas to pull a report. Unfortunately you will not have the parents names which is needed to add the child as a contact. It may be easier to click on each child's name and use the 'Application' area for parent names.
 - ▶ Ensure it says 'saved' in red at the top of the page.

Completing parent or teacher screenings

- ▶ Log into the DECA website.
 - ▶ Everyone's log in is
 - ▶ KCI_firstname_lastname
 - ▶ Password is Kidscorps1!
- ▶ Hover your mouse over "Input Rating"
- ▶ Click onto "By Child (online)"
- ▶ Always use **DECA-P2** never the DECA-C unless indicated by the DMHC, Special Education teacher or Shawna.

The screenshot shows the Devereux Center for Resilient Children e-DECA 2.0 website. The header includes the Devereux logo and four circular images of children. A green callout bubble points to the 'Input Ratings' tab, which is highlighted in the navigation bar. Below the navigation bar, a dropdown menu is open under 'Input Ratings', showing options: 'By Child (online)', 'Devereux Adult Resilience Survey (DARS)', and 'Reflective Checklist (Preschool)'. Another green callout bubble points to the 'By Child (online)' option. Below the dropdown, the 'Program Name' is set to 'Anchorage School District Pre' and the 'Site(s)' is set to 'KCI'. A third green callout bubble points to a link that says 'Click me to print off a PFD version of the test. (Beware you will still have to input the results after)'. The website also displays 'Gladys Wood' and 'Willow Crest' under the site information.

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CENTER FOR
RESILIENT CHILDREN

e-DECA 2.0

Click here to
input a child
screening
online

Input Ratings | View Ratings / Reports | e-DECA Management | Help

By Child (online)
Devereux Adult Resilience Survey (DARS)
Reflective Checklist (Preschool)

Deca-P2 Assessment Form English (pdf)
Deca-P2 Assessment Form Spanish (pdf)
DECA-C Assessment Form English (pdf)
DECA-C Assessment Form Spanish (pdf)

Program Name: Anchorage School District Pre
Site(s): KCI
Gladys Wood
Willow Crest

Click me to print off
a PFD version of the
test.
(Beware you will still
have to input the
results after)

[e-DECA Home](#)[Input Ratings](#)[View Ratings / Reports](#)[e-DECA Management](#)[Help](#)

Input Rating: Select a Child

Input Rating: Select a Child

Program: 815- Anchorage School District Preschool Program

Select a Child:

Choose Site:

Choose Group:

Choose Child:

OR

Search by Last Name:

Select Record Form:

Choose your site: KCI
Group: (Class)
Child: (Name)

Childs name has to be entered first
before you start a screening.

Click DECA-P2
36 Months to 6 Years

Deca-P2 Record Form

[Put Rating: Select a Child](#) > Deca-P2 Record Form

Program: 815- Anchorage School District Preschool Pro

Childs info will
come pre-
populated

Child:

Gender: Male DOB:

Site: KCI

Group: Airport Heights KCI ▼

Status: Active

Rater:

Norms Table

New Contact

Rating Period:

Rating Date:

Use **Pre:** for
first screening
Use **Post:** For
follow up
screenings.
April


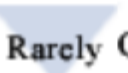



Text size: A A A

Change Language to: Spanish

This is a screening tool for use with some young children. Read the statements that follow the **the preschooler...** and place a check mark in the box underneath the word that best describes the preschooler. There are no right or wrong answers.

You must put:
*Rater
*Rating Date
*Rating Period

		Never	Rarely	Occasionally	Frequently	Very Frequently
		✓	✓	✓	✓	✓
1	act in a way that made adults smile or show interest in him/her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	listen to or respect others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	control his/her anger?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	seem sad or unemotional at a happy occasion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	show confidence in his/her abilities (for instance, say "I can do it!")?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32	appear happy when playing with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33	choose to do a task that was hard for him/her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34	look forward to activities at home or school (for instance, birthdays or trips)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35	touch children or adults in a way that you thought was inappropriate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	show a preference for a certain adult, teacher, or parent?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	play well with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38	remember important information?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item#		 Never ✓	 Rarely ✓	 Occasionally ✓	 Frequently ✓	 Very Frequently ✓

Save This Rating

Clear the Scores

Click save once you
have answered the
questions

31	make decisions for himself/herself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
32	appear happy when playing with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
33	choose to do a task that was hard for him/her?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
34	look forward to activities at home or school (for instance, birthdays or trips)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
35	touch children or adults in a way that you thought was inappropriate?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36	show a preference for a certain adult, teacher, or parent?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37	play well with others?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
38	remember important information?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Item#		Never ✓	Rarely ✓	Occasionally ✓	Frequently ✓	Very Frequently ✓

Display Scores and Single Rating Report

Edit Rating

- Click 'Display Scores and Single Rating report'





Devereux Early Childhood Assessment for DECA-P2 - Google Chrome

Secure | https://www.e-deca2.org/vrSingleRatingPDF.aspx?Rid=2304444&Rfm=Q&c3r8p=Mp13ArpjHsQzoNUJ8/KKAm3dHxAVpnJS

Devereux Early Childhood Assessment for DECA-P2 1 / 3

Devereux Early Childhood Assessment for DECA-P2

Single Rating Report

Child's Name:  Program: Anchorage School District
Preschool Program Rater Name: suniga, Merlee
Gender:  Site: KCI Relationship to Child: Teacher
Birth Date:  Group: Airport Heights KCI Date of Rating: 10/24/2017
Age at Rating:  Rating Period: Mid

Score Summary Table

	IN	SR	AR	TPF	BC
Raw Score	24	23	28	152	10
T-Score	51	48	53	51	49
Percentile	54	42	62	54	46
Description	Typical	Typical	Typical	Typical	Typical

Scale descriptions are:
IN - Initiative
SR - Self Regulation
AR - Attachment/Relationships
TPF - Total Protective Factors
BC - Behavioral Concerns

Here are the results to the test

e-DECA 2.0

Age: 4 Years 3 Months
Status: Active
Norms Table: Teacher

How the phrase: **During**
the word that tells how
s.

Occasionally Frequently Very

10:57 AM 6/5/2018

- ▶ A pop out box will appear with the single rating report.
- ▶ Download this to a file and then save to child plus.
- ▶ We are no longer putting paper copies in the children's files.

Interpreting the Single Rating Report

- The single rating report it made up of three pages.

Devereux Early Childhood Assessment for DECA-P2

Single Rating Report

Child's Name: alabado, elizabeth Program: Anchorage School District Preschool Program Rater Name: suniga, Merlee
Gender: Female Site: KCT Relationship to Child: Teacher
Birth Date: 06/28/2013 Group: Airport Heights KCT Date of Rating: 10/13/2017
Age at Rating: 4 Years 3 Months Rating Period: Mid

Score Summary Table

	IN	SR	AR	TPF	BC
Raw Score	26	30	28	168	3
T-Score	54	61	53	57	36
Percentile	66	86	62	76	8
Description	Typical	Strength	Typical	Typical	Typical

Scale descriptions are:

IN - Initiative

SR - Self Regulation

AR - Attachment/Relationships

TPF - Total Protective Factors

BC - Behavioral Concerns

Devereux Early Childhood Assessment for DECA-P2

Child's Name: alabado, elizabeth Program: Anchorage School District Preschool Program Rater Name: suniga, Merlee
Gender: Female Site: KCT Relationship to Child: Teacher
Birth Date: 06/28/2013 Group: Airport Heights KCT Date of Rating: 10/13/2017
Age at Rating: 4 Years 3 Months Rating Period: Mid

Individual Child Profile

T-Scores	IN	SR	AR	TPF	BC	Percentiles
72	35 & Up	38 & Up	37 & Up	205-205 & Up	30 & Up	99
71				203-204	29	98
70	34		36	201-202	28	98
69			35	199-200	27	97
68				197-198	26	96
67	33	34	34	195-196	25	96
66		33		192-194	24	95
65	32			189-191	23	93
64		32	33	186-188	22	92
63	31			183-185	21	90
62			32	180-182	20	88
61	30	30		177-179	19	86
60				174-176	18	84
59	29	29	31	171-173	17	82
58	28			169-170	16	79
57		28	30	166-168	15	76
56	27			164-165	14	73
55		27	29	161-163	13	69
54	26			158-160	12	66
53			28	156-157	11	62
52	25			154-155	10	58
51	24	25	27	152-153	9	54
50	23	24		150-151	8	50
49			26	147-149	7	46
48	22	23		145-146	6	42
47			25	143-144	5	38
46	21	22		140-142	4	34
45		21	24	137-139	3	31
44	20	20		134-136	2	27
43	19		23	131-133	1	24
42	18	19		128-130	0	21
41		18	22	125-127	0	18
40	17	17		123-124	0	16
39	16		21	120-122	0	14
38		16	20	118-119	0	12
37	15			115-117	0	10
36	14	15	19	113-114	0	8
35	13	14	18	111-112	0	7
34	12	13		108-110	0	5
33	11	12	17	105-107	0	4
32	10		16	103-104	0	4
31	9	11	15	100-102	0	3
30		10	14	98-99	0	2
29	8	9	13	95-97	0	2
28	7 & Less	8 & Less	12 & Less	94 & Less	0 & Less	1

Devereux Early Childhood Assessment for DECA-P2

Child's Name: alabado, elizabeth Program: Anchorage School District Preschool Program Rater Name: suniga, Merlee
Gender: Female Site: KCT Relationship to Child: Teacher
Birth Date: 06/28/2013 Group: Airport Heights KCT Date of Rating: 10/13/2017
Age at Rating: 4 Years 3 Months Rating Period: Mid

Item Ratings by Scale

Initiative

- | | | |
|----|--|-----------|
| 5 | show confidence in his/her abilities (for instance, say "I can do it!")? | 3-Typical |
| 7 | suep trying when unsuccessful (show persistence)? | 3-Typical |
| 10 | try different ways to solve a problem? | 2-Typical |
| 13 | try or ask to try new things or activities? | 3-Typical |
| 15 | start or organize play with other children? | 3-Typical |
| 23 | show an interest in learning new things? | 3-Typical |
| 31 | make decisions for himself/herself? | 3-Typical |
| 33 | choose to do a task that was hard for him/her? | 3-Typical |
| 38 | remember important information? | 3-Typical |

Self Regulation

- | | | |
|----|--|------------|
| 2 | listen to or respect others? | 4-Strength |
| 3 | control his/her anger? | 3-Typical |
| 16 | show patience? | 3-Typical |
| 19 | share with other children? | 3-Typical |
| 20 | handle frustration well? | 3-Typical |
| 25 | accept another choice when his/her first choice was not available? | 4-Strength |
| 26 | cooperate with others? | 3-Typical |
| 29 | calm himself/herself down? | 3-Typical |
| 27 | play well with others? | 4-Strength |

Attachment/Relationships

- | | | |
|----|--|------------|
| 1 | act in a way that made adults smile or show interest in him/her? | 4-Strength |
| 11 | seem happy or excited to see his/her parent or guardian? | 4-Strength |
| 14 | show affection for familiar adults? | 3-Typical |
| 17 | ask adults to play with or read to him/her? | 2-Typical |
| 24 | trust familiar adults and believe what they say? | 3-Typical |
| 26 | seek help from children/adults when necessary? | 3-Typical |
| 32 | appear happy when playing with others? | 4-Strength |
| 34 | look forward to activities at home or school (for instance, birthdays or trips)? | 4-Strength |
| 36 | show a preference for a certain adult, teacher, or parent? | 2-Typical |

Behavioral Concerns

- | | | |
|----|---|-----------|
| 4 | seem sad or unemotional at a happy occasion? | 1-Typical |
| 6 | have a temper tantrum? | 0-Typical |
| 8 | seem uninterested in other children or adults? | 1-Typical |
| 9 | use obscene gestures or offensive language? | 0-Typical |
| 12 | destroy or damage property? | 0-Typical |
| 18 | have a short attention span (difficulty concentrating)? | 0-Typical |
| 21 | fight with other children? | 0-Typical |
| 22 | become upset or cry easily? | 1-Typical |
| 27 | hurt others with actions or words? | 0-Typical |
| 30 | get easily distracted? | 0-Typical |
| 35 | touch children or adults in a way that you thought was inappropriate? | 0-Typical |

IN- initiative
AR- Attachment/Relationships
SR- Self Regulation
TPF – Total protective factors

*Standalone
0 = Best High Score is Concern*

Strength

Typical

Need

Numbers move and change depending on age

T-Scores	IN	+	SR	+	AR	=	TPF	BC	Percentiles
72	38 & Up		36 & Up		37 & Up		202-202 & Up	27 & Up	99
71							198-201	26	98
70	37		35				196-197	25	98
69							194-195	24	97
68	36		34				192-193	23	96
67							190-191	22	96
66	35		33		36		188-189	21	95
65							187-187	20	93
64	34		32				185-186	19	92
63							182-184	18	90
62	33		31		35		180-181	17	88
61							177-179		86
60	32		30				175-176	16	84
<hr/>									
59	31						172-174		82
58			29				170-171	15	79
57	30				34		167-169		76
56			28				165-166	14	73
55	29						162-164		69
54			27		33		160-161	13	66
53	28						158-159		62
52			26				155-157	12	58
51					32		153-154		54
<hr/>									
50	27		25				151-152	11	50
<hr/>									
49							148-150		46
48	26		24		31		145-147	10	42
47							142-144		38
46	25		23				140-141	9	34
45					30		138-139		31
44	24		22				136-137		27
43					29		133-135	8	24
42	23		21				130-132		21
41					28		127-129	7	18
<hr/>									
40	22		20				124-126		16
39							121-123		14
38	21		19		27		118-120	6	12
37							115-117		10
36	20		18		26		111-114	5	8
35							108-110		7
34	19		17				106-107		5
33	18		15		25		103-105		4
32	17		14				101-102	4	4
31	16				24		98-100		3
30	15		13				95-97		2
29	14		12		23		92-94		2
28	13 & Less		11 & Less		22 & Less		91 & Less	2 & Less	1

Potential worry zone - qualify for IEP

- ▶ IN, AR, SR and TPF – high scores in these areas indicate strengths.
- ▶ BC – high score indicates high need. We want a low score on this section.
- ▶ Depending on the age of the child the numbers are different. For one child the score of 18 is low while in another it can be a normal range. Use the sections to understand their level, not the numbers.
- ▶ About halfway from the bottom is the qualifies for services range.

Questions

Attachment/Relationships

1	act in a way that made adults smile or show interest in him/her?	4-Strength
11	seem happy or excited to see his/her parent or guardian?	4-Strength
14	show affection for familiar adults?	3-Typical
17	ask adults to play with or read to him/her?	2-Typical
24	trust familiar adults and believe what they say?	3-Typical
26	seek help from children/adults when necessary?	2-Need
32	appear happy when playing with others?	4-Strength
34	look forward to activities at home or school (for instance, birthdays or trips)?	4-Strength
36	show a preference for a certain adult, teacher, or parent?	2-Typical

- ▶ You can use the questions to help write the goals or address areas of concern.

Now what

- So you get this page:

Score Summary Table

	IN	SR	AR	TPF	BC
Raw Score	24	23	28	152	10
T-Score	51	48	53	51	49
Percentile	54	42	62	54	46
Description	Typical	Typical	Typical	Typical	Typical

- Children with a 'red box' or a 'need' in Total Protective Factors (TPF) and/or Behavioral Concerns (BC) will be assigned home/school goals.

Pre				
IN	SR	AR	TPF	BC
48	36	45	42	49
44	44	45	43	42
48	50	53	50	40
51	57	47	52	39
42	48	41	43	49
56	64	53	59	29
46	46	51	47	42
43	30	31	32	58
46	45	49	46	50
54	59	53	57	36
46	64	49	54	33
36	31	38	33	59
37	40	59	44	59
42	67	43	51	36
40	40	36	37	50

Low scores

- ▶ Deca goals are created from teacher data. As we do not take that data until four weeks into the school year we can use the parent data to guide us.
- ▶ Teachers who are struggling with children from the start can use this data to create targeted interventions.
- ▶ If you can use the online strategy system, the promoting resilience now and forever book or speak to the DMHC to gain support.
- ▶ Once the teachers' results are in we can create official home school goals.

Results

- ▶ Children showing low scores in **behavior concerns** or **total protective factors** will have home/school goals.
- ▶ If goals are given, teachers are expected to follow up with the parents sharing how they are working in class and asking how it is going at home. The family advocate will follow up in the home visits.
 - ▶ We need to ensure that Family advocates and teachers are communicating and documenting this information. More information on that at a later date.
- ▶ If a child is low in Self-Regulation (SR) but no other area, that means they have enough resilience to regulate. As long as total protective factors and behavioral concerns are not a concern.
 - ▶ They will not get an official goal sheet.
 - ▶ They will get a packet of information of how the family can support.
 - ▶ The teacher will use the information to support the child in the classroom.

Goal Setting

- ▶ To set goals go to **View rating** → **By Child** → **Input class and teacher information**. You can click view all ratings or a specific rating.

[Select a Rating/Report](#) > Child Rating List
Program: 815- Anchorage School District Preschool Program

Select a Child for whom you wish to view ratings/reports:

Choose Site: KCI ▼

Choose Group: Airport Heights KCI ▼

Choose Child: Select ▼

OR

Search by Last Name: [Go](#)

☒ View All Ratings for this Child

OR,

☐ Select a Report

Assessment: Select ▼

Report Type: Select ▼

[Submit](#)

[Add New Deca-P2 Rating](#)

[Add New DECA-C Rating](#)

DECA-C Child Rating Values

No ratings found.

Deca-P2 Child Rating Values

Rating Date	Rating Period	Rater Name	Rater Type	Descr	IN	SR	AR	TPF	BC	Options
2017/08/31	Pre		P	Raw Score	36	33	36	200	5	Edit Rating
				T-Score	68	66	66	71	36	
				Percentile	96	95	95	98	8	Strategies
				Description	S	S	S	S	T	
2017/10/13	Mid		T	Raw Score						Edit Rating
				T-Score						
				Percentile						Strategies
				Description						
2018/04/02	Post		T	Raw Score	56	62	59	61	43	Edit Rating
				T-Score	73	88	82	86	24	
				Percentile	T	S	T	S	T	Strategies
				Description						

Pick the screening you want and click strategies

Finding the Single Rating Report

- ▶ (Continued from the page before) Also on this page → If you click Edit Rating. It will bring it back to the rating page. At the bottom you can press get Single Rating report.

Back to goal setting – You have pressed the strategies button....

- ▶ You will be given many options of goals. You can chose up to three goals, but **I strongly suggest two** .
- ▶ Goals are conscious discipline oriented, please let me know if you need any help with goals.
- ▶ Many of the goals come with attachments: information or visuals. Be sure to check those out and print for families and classroom as needed.

Tips and Hints

- ▶ Choose goals that will be easy to achieve in class.
- ▶ Home/school goals must be created with the family. The teacher can choose several goals they feel will meet the home and school needs, then let parents pick the two to focus on.

Once you have chosen the goals...

- ▶ You will create an easy to read document that you can save to edit or as a pdf.
- ▶ It will be shorter and more direct.
- ▶ No more than three goals!

Page One: Results

Promoting Social and Emotional Strengths for DECA-P2

A strong social and emotional foundation is critical for all children's learning and success in life. The Devereux Early Childhood Assessment (DECA) provides information to help promote children's social and emotional strengths and reduce behavioral concerns. The table below shows the DECA results for [redacted] based on a rating conducted by **nikita octuck** on **10/23/2017**.

DECA Protective Factors	Strength	Typical	Area of Need
Initiative			X
Attachment/Relationships			X
Self Regulation			X
Behavioral Concerns		Typical	Area of Need
Behavioral Concerns		X	

Our program recognizes the importance of children's social and emotional health and works to strengthen three protective factors associated with resilience: initiative, self-regulation, and attachment/relationships. Scores in the strength range indicate that a child is showing many positive behaviors in this area and these behaviors should be encouraged. Scores in the typical range indicate that a child is displaying behaviors that are common at this age and these behaviors should be continually supported. Scores in the Area of Need range indicate that a child is not displaying these positive behaviors as frequently as desired and a plan should be put into place to build skills in these areas.

The last row of the table shows the results of a behavioral concerns screener. If the behavioral concerns score is in the area of need range, this is information that deserves immediate attention and focus. Addressing behavioral concerns as soon as possible will help ensure that plans are put in place to reduce behavioral concerns and encourage the use of positive behaviors.

Based on the rating results displayed, recommended strategies have

Signature of Family Member: _____ Date: _____
 Signature of Teaching Staff: _____ Date: _____
 Signature of Curriculum Specialist/Ed. Mgr.: _____ Date: _____
 Signature of Licensed Mental Health Professional: _____ Date: _____
 Additional Signature: _____ Date: _____
 Additional Signature: _____ Date: _____

Page Three: Sigs

Progress Follow-up
 Signature of Family Member: _____ Date: _____
 Signature of Teaching Staff: _____ Date: _____
 Signature of Curriculum Specialist/Ed. Mgr.: _____ Date: _____
 Signature of Licensed Mental Health Professional: _____ Date: _____
 Additional Signature: _____ Date: _____
 Additional Signature: _____ Date: _____

Page Two : Chosen goals

Suggested Classroom and Home Strategies for: Self Regulation

Self-Regulation is the child's ability to express emotions and manage behaviors in healthy ways. Children demonstrate developing self-regulation skills in a variety of ways as they take turns and laugh with friends, navigate the daily routine, cope with frustrating situations and modulate their energy levels.

Classroom Strategy	Home Strategy
(A) Problem-Solving Steps. Post both the problem-solving process and classroom rules where adults can easily access the information, as well as in a format in large print at children's eye level, with pictures or drawings if possible.	(A) Problem-Solving Steps. Post and practice using simple problem-solving steps with your child.

Suggested Classroom and Home Strategies for: Behavioral Concerns

The **Behavioral Concerns** scale measures a wide variety of challenging behaviors to include aggression, withdrawal, lack of focus/attention, and controlling extreme emotions. These behaviors represent both externalizing and internalizing behaviors. Externalizing behaviors are actions that are outward expressions of emotion (such as hitting, biting, and kicking). Internalizing behaviors are actions that are directed inward, such as hiding, refusing to speak and appearing sad. Keep in mind, that some of these behaviors, for example, temper tantrums, may be developmentally appropriate for some children at certain developmental stages. The behaviors become challenging when they interfere with a child's development and learning or harm self or others. After gathering and interpreting multiple sources of information about the child's behavior, teachers and families can use the strategies below or others from their experiences, to help children find healthy ways to get their needs met- ensuring first, that the strategies are appropriate for the child's development, temperament and culture.

Classroom Strategy	Home Strategy
(A) Remind and Redirect. It can be difficult to stop yourself from reacting (such as saying "No!") when you think a child is using or about to use an inappropriate behavior. As long as the behavior you think is about to happen will not harm another child, redirecting the behavior instead.	(A) Remind and Redirect. It can be difficult to stop yourself from reacting (such as saying "No!") when you think your child is using or about to use an inappropriate behavior. As long as the behavior you think is about to happen will not harm another child, try redirecting the behavior instead.

SAVE SAVE SAVE

- ▶ The goals you select are not automatically saved!
- ▶ Teaching staff, center directors, family advocates the disabilities office all need access to this document. Please upload it in child plus then e-mail the appropriate people so they know it has been shared with the family and is ready to be viewed.
- ▶ Child plus → Mental Health → Attachments.
- ▶ Please ensure Family advocates get the goals as well as they will be addressing them on the home visit.
- ▶ There will be a section on the staffing form for discussion of goals.

Completing the DECA PTC form

- ▶ Results of the DECA are saved until the Parent Teacher Conferences.
- ▶ Please note, when completing the form we do not share the Total Protective scores with the families. They are not shared on the goal sheet either. I would strike through the column to not transfer the data.
- ▶ The TPF is just a culmination of IN, AR, SR = to support TPF you target one of those area's (IN, AR, SR)

DECA Protective Factors	Strength	Typical	Area of Need
Initiative			X
Attachment/Relationships			X
Self Regulation			X
Behavioral Concerns		Typical	Area of Need
Behavioral Concerns		X	

Pre				
IN	SR	AR	TPF	BC
48	36	45	42	49
44	44	45	43	42
48	50	53	50	40
51	57	47	52	39
42	48	41	43	49
56	64	53	50	29
46	46	51	47	42
43	30	31	32	58
46	45	49	46	50
54	59	53	57	36
46	64	49	54	33
36	31	38	33	59
37	40	59	44	59
42	67	43	51	36
40	40	36	37	50

- This is the form we use to share parents results of the DECA-P2 screenings.
- It is carbon copied, one white one yellow. The yellow is filed under mental health with the parents signature. The white goes home with the family.
- Please make a copy as this will also go into the portfolio.

**Kids' Corps Inc. Head Start
Social and Emotional Screening Results**

Child's Name: _____

Class Teacher: _____

Parent Result

Initiative	Need	Typical	Strength
Self-Regulation	Need	Typical	Strength
Attachment/Relationships	Need	Typical	Strength
Behavioral Concern	Need	Typical	Strength



Teacher Result

Initiative	Need	Typical	Strength
Self-Regulation	Need	Typical	Strength
Attachment/Relationships	Need	Typical	Strength
Behavioral Concern	Need	Typical	Strength

Comments:

*Turnover for more information.

Teacher: _____ **Parents:** _____

Recently you and your teacher completed the Devereux Early Childhood Assessment for preschoolers (DECA-P2).

What is a social and emotional screening?

A social emotional screening is a questionnaire used by parents and teachers to identify a child's strengths and needs. KCI is required to provide this within the first 45 days of enrollment.

⛶ How can I support my child?

Initiative	Self-regulation	Attachment/Relationships
<i>This is the child's ability to try new things and to do things for him/herself.</i> Grown ups can help build this by: -Take his/her time to figure out answers to problems. -Try new things. -Make mistakes and try again. -Know that you "believe" she/he can succeed.	<i>This is the ability to have strong feelings, but then to think before taking action or speaking.</i> Grown ups can help build this by: -Discussing what is helpful and harmful (rules). -Letting them see you speak calmly when you are upset. -Help them say how they feel. -Help them think of better ways to solve a problem.	<i>This is the result of strong, healthy relationships and relates to child's ability to trust.</i> Grown ups can help build this by: -Taking care of the child's needs. -Enjoying their child's company. -Making sure they can count on you when your promise something. -Cuddling, playing and reading with them. -Protecting them from "scary" situations whenever you can.

Behavioral Concerns

It's typical for parents and children to struggle as children grow. Taking care of yourself and having fun with your child will help you through these struggles. We can also help with ideas and resources. You will be contacted by your teacher or the Disabilities and Mental Health Coordinator for goals if needed.

If you have any questions, please contact the Disabilities and Mental Health Coordinator at 272-0133.

- ▶ This is the back of the form. It provides parents with basic strategies for Initiative, Self-regulation, and Attachment/Relationships.

Completed the DECA Parent Form

- ▶ Log into the DECA website.
<https://www.e-deca2.org/welcome.aspx>
- ▶ Click **View Ratings** → **Group profile**
- ▶ Complete teacher information including if it is a pre or post rating, parent or teacher ratings.

Select a Group for which you wish to view the Group Profile Report:

Choose Site:

Choose Group:

Choose the Options for the Group Profile Report:

Record Form:

Select
Deca-P2- 36 months up to 6 years
DECA-C- 24 months up to 6 years
All

Ratings: ☐ All Teacher Ratings OR ☐ All Parent Ratings

Rating Selection(s): ☐ Pre ☐ Mid ☐ Post ☐ All

Rating Year:

OR

Date Range: Begin Date: End Date:

Submit

- ▶ The left side is the pre rating, completed within the first 45 days.
- ▶ The post rating, on the right, is the results to the screenings in the spring.
- ▶ Each line represents a child. I have cut out their names.
 - ▶ Red = Need
 - ▶ Blue = Typical
 - ▶ Green = Strength

DECA-P2 Classroom/Group Profile														
Record Form - DECA-P2 08/16/2017 - 08/15/2018 Teacher Rating(s)														
Site: KCI					Group: Creekside									
Type Rating: Pre					Type Rating: Mid					Type Rating: Post				
IN	SR	AR	TPF	BC	IN	SR	AR	TPF	BC	IN	SR	AR	TPF	BC
48	36	45	42	49						59	62	57	61	36
44	44	45	43	42						56	61	55	59	40
										52	41	57	50	58
48	50	53	50	40						58	64	53	60	33
51	57	47	52	39						58	67	59	63	39
42	48	41	43	49						51	61	59	59	43
56	64	53	59	29						67	69	59	67	33
46	46	51	47	42						61	69	59	65	33
43	30	31	32	58						59	69	59	64	40
46	45	49	46	50						61	70	57	64	33
54	59	53	57	36						67	70	62	69	29
46	64	49	54	33						61	66	62	65	30
36	31	38	33	59						59	61	59	61	39
37	40	59	44	59						56	69	59	63	36
42	67	43	51	36						56	70	57	63	30
40	40	36	37	50						58	64	59	62	40

The completed form

Note****

There is no TPF represented on the screening. Skip reporting that area.

Kids' Corps Inc. Head Start Social and Emotional Screening Results

Child's Name: _____
Class Teacher: _____

Parent Result

Initiative	Need	Typical	Strength
Self-Regulation	Need	Typical	Strength
Attachment/Relationships	Need	Typical	Strength
Behavioral Concern	Need	Typical	Strength

IN	SR	AR	TPF	BC
48	36	45	42	49

Teacher Result

Initiative	Need	Typical	Strength
Self-Regulation	Need	Typical	Strength
Attachment/Relationships	Need	Typical	Strength
Behavioral Concern	Need	Typical	Strength

Comments:

IN	SR	AR	TPF	BC
59	62	57	51	36

*Turnover for more information.

Teacher: Sign Parents: HeRe

PULL ONE REPORT FOR
PARENT

PULL ONE REPORT FOR
TEACHER

TRANSFER THE INFORMATION
TO THE HALF SHEET

Recently you and your teacher completed the Devereux Early Childhood Assessment for preschoolers (DECA-P2).

What is a social and emotional screening?

A social emotional screening is a questionnaire used by parents and teachers to identify a child's strengths and needs. KCI is required to provide this within the first 45 days of enrollment.

How can I support my child?

Initiative	Self-regulation	Attachment/Relationships
<i>This is the child's ability to try new things and to do things for him/herself.</i> Grown ups can help build this by: <ul style="list-style-type: none">-Take his/her time to figure out answers to problems.-Try new things.-Make mistakes and try again.-Know that you "believe" she/he can succeed.	<i>This is the ability to have strong feelings, but then to think before taking action or speaking.</i> Grown ups can help build this by: <ul style="list-style-type: none">-Discussing what is helpful and harmful (rules).-Letting them see you speak calmly when you are upset.-Help them say how they feel.-Help them think of better ways to solve a problem.	<i>This is the result of strong, healthy relationships and relates to child's ability to trust.</i> Grown ups can help build this by: <ul style="list-style-type: none">-Taking care of the child's needs.-Enjoying their child's company.-Making sure they can count on you when you promise something.-Cuddling, playing and reading with them.-Protecting them from "scary" situations whenever you can.

Behavioral Concerns

It's typical for parents and children to struggle as children grow. Taking care of yourself and having fun with your child will help you through these struggles. We can also help with ideas and resources. You will be contacted by your teacher or the Disabilities and Mental Health Coordinator for goals if needed.

If you have any questions, please contact the Disabilities and Mental Health Coordinator at 272-0133.

USING THE RESULTS – TURN THE PAGE OVER AND HIGHLIGHT WHAT YOU THINK THE CHILD WOULD BENEFIT FROM PRACTICING AT HOME.

THE BACK OF THE FORM EXPLAINS WHAT EACH ITEM MEANS AND STRATEGIES TO IMPROVE EACH AT HOME.

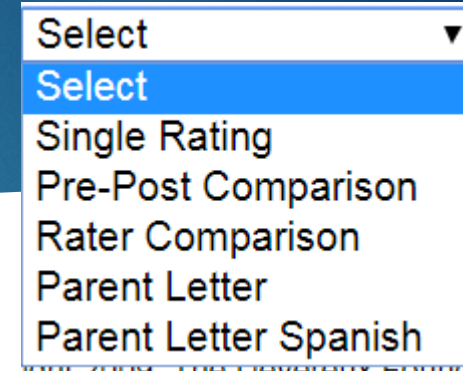
Middle of the year screenings

- ▶ For children that rapidly improve or decline we can re-screen. The results will be counted as Mid.
- ▶ Updated goals can be set from these or new goals, if the child had none before, can be set.

Dates and Expectations

- ▶ The first screening is completed by the parents within the first 45 days of enrollment.
- ▶ The teacher screening is completed four weeks after their first day of school.
- ▶ All teachers will complete a second screening in April.
- ▶ Parents will complete a second screening if their first screening indicated an need in any area.

Pulling Reports



- ▶ Many different types of reports can be pulled.
 - ▶ Have a play with the 'view ratings and reports' tabs
 - ▶ This can be found under **View Ratings/Reports** → **By Child** → **Report Type**

Questions?

- ▶ If you have any questions or concerns please do not hesitate to ask.
- ▶ I will add to the power point as the year goes on to address specific questions.