

Supporting Developmental Monitoring and Screening



North Carolina Infant Toddler Enhancement Project, 2018



Learning Outcomes

To recognize the importance of developmental and monitoring screening

To distinguish the difference between developmental and monitoring screening

To discuss effective communication strategies to use when talking with parents about their child's development

To identify resources to support parents

Early Intervention Matters

- Potential to produce more favorable outcomes than remediation later in life
- Increases a child's chances to make significant and positive improvements in his or her development leading to better long term outcomes



Let's Talk About It

Developmental Monitoring



Developmental monitoring means observing and noting specific ways a child plays, learns, speaks, acts, and moves every day, in an ongoing way. It often involves tracking a child's development using a checklist of developmental milestones (www.cdc.gov/WatchMeTraining).

Learn the Signs.
Act Early.





What is a **Red Flag**?

Some area(s) in a child's development has been recognized as falling outside the typical range of development

Your Baby at 6 Months

6 onths



Child's Name _____

Child's Age _____

Today's Date _____

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age.

Check the milestones your child has reached by the end of 6 months. Take this with you and talk with your child's doctor at every visit about the milestones your child has reached and what to expect next.

What Most Babies Do at this Age:

Social/Emotional

- Knows familiar faces and begins to know if someone is a stranger
- Likes to play with others, especially parents
- Responds to other people's emotions and often seems happy
- Likes to look at self in a mirror

Language/Communication

- Responds to sounds by making sounds
- Strings vowels together when babbling ("ah," "eh," "oh") and likes taking turns with parent while making sounds
- Responds to own name
- Makes sounds to show joy and displeasure
- Begins to say consonant sounds (jabbering with "m," "b")

Cognitive (learning, thinking, problem-solving)

- Looks around at things nearby
- Brings things to mouth
- Shows curiosity about things and tries to get things that are out of reach
- Begins to pass things from one hand to the other

Movement/Physical Development

- Rolls over in both directions (front to back, back to front)
- Begins to sit without support
- When standing, supports weight on legs and might bounce
- Rocks back and forth, sometimes crawling backward before moving forward

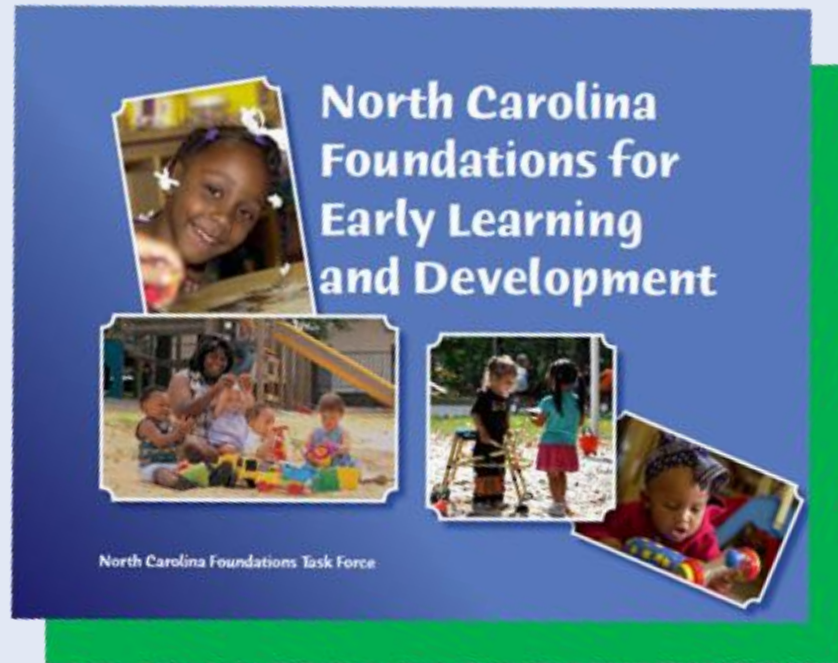
Act Early by Talking to Your Child's Doctor if Your Child:


- Doesn't try to get things that are in reach
- Shows no affection for caregivers
- Doesn't respond to sounds around him
- Has difficulty getting things to mouth
- Doesn't make vowel sounds ("ah", "eh", "oh")
- Doesn't roll over in either direction
- Doesn't laugh or make squealing sounds
- Seems very stiff, with tight muscles
- Seems very floppy, like a rag doll

Tell your child's doctor or nurse if you notice any of these signs of possible developmental delay for this age, and talk with someone in your community who is familiar with services for young children in your area, such as your state's public early intervention program. For more information, go to www.cdc.gov/concerned or call 1-800-CDC-INFO.

Adapted from CARING FOR YOUR BABY AND YOUNG CHILD: BIRTH TO AGE 5, Fifth Edition, edited by Steven Shelov and Tanya Remer Altmann © 1991, 1993, 1998, 2004, 2009 by the American Academy of Pediatrics and BRIGHT FUTURES: GUIDELINES FOR HEALTH SUPERVISION OF INFANTS, CHILDREN, AND ADOLESCENTS, Third Edition, edited by Joseph Hagan, Jr., Judith S. Shaw, and Paula M. Duncan, 2008, Elk Grove Village, IL: American Academy of Pediatrics. This milestone checklist is not a substitute for a standardized, validated developmental screening tool.

Developmental Indicators





Key Points-What We Want Early Childhood Educators to Know

- Developmental monitoring can help determine if a child's development is on track and identify if early intervention services are possibly needed
- Early childhood professionals are in an ideal position to monitor the development of all children in your care
- Knowledge of developmental milestones will allow educators to effectively monitor children's development

Let's Talk About It

Developmental Screening



Developmental screening is a brief assessment “intended to identify children who are at risk for developmental problems” (as cited in National Infant/Toddler Child Care Initiative at Zero to Three, 2010)



Importance of Developmental Screening

- Roughly 13% of US children 3 to 17 years of age have a developmental or behavioral disability
 - Autism spectrum disorder
 - Language/speech delays
 - Intellectual disabilities
 - ADD/ADHD
- 1 in 4 children in the United States, ages 0-5, are at moderate or high risk for developmental, behavioral, or social delay
- A significant number of children with developmental disabilities are not identified before age 10

Purpose for Developmental Screening

- Help identify potential developmental issues in children that might otherwise go undetected
- Indicates whether further evaluation is needed
- Allow eligible children to receive intervention or special education services
- American Academy of Pediatrics recommend screening at 9, 18, and 24 or 30 months





Developmental Screening Process

- Relies on a standardized screening tools that are considered valid and reliable
- Designed to be brief (30 minutes or less)
- Does not capture the full range of development and skills among children
- Only indicates possibility of developmental delay-not a diagnosis
- Must be followed by a more comprehensive and formal evaluation process to confirm or disconfirm any red flags

Developmental Monitoring

- Conducted by parents, teachers
- Ongoing **process-begins** at birth
- Sample tool –“Learn the Signs. Act Early” Milestones Checklist

Look for developmental milestones
Important for tracking signs of development and identifying concerns

Developmental Screening

- Formal Assessment
- Recommended by the American Academy of Pediatrics at 9, 18, and 24 or 30 months
- Uses a validated screening tool
- Conducted by medical professionals & teachers with special training
- Sample tool-Ages and Stages Questionnaire

Learn the Signs.
Act Early.





Developmental Screening Tools

- Screening tools are designed to help identify children who might have developmental delays
- Screening tools can be specific to a disorder such as autism, a specific area of development such as motor development, or encompassing multiple areas of concern
- Some screening tools are used primarily in pediatric practices, while others are used by school systems or in other community settings

Source: <https://www.cdc.gov/ncbddd/autism/hcp-screening.html>



Developmental Screening Tools

- Screening tools **do not** provide conclusive evidence of developmental delays
- Screening tools **do not** result in diagnoses
- A positive screening result should be followed by a thorough assessment and/or evaluation
- Screening tools do not provide in-depth information about an area of development

Source: <https://www.cdc.gov/ncbddd/autism/hcp-screening.html>



NC Pre-Kindergarten Program

- All children enrolled in the NC Pre-K program are required to receive a screening assessing the development of each child, across all domains, to ensure, unless the child has an existing Individualized Education Program (IEP)
- The developmental screening shall be conducted by a health care, community or school professional trained in administering the screening tool
- The screenings shall be used for the purpose of identifying children to be referred for further evaluation and testing based on concerns in one or more developmental domains



Developmental Screening Tools


- Ages & Stages Questionnaires, Third Edition (ASQ-3) **or** Ages & Stages Questionnaires (ASQ)
- Brigance Early Childhood Screen II (3-5 Years) **or** Brigance Head Start Screen **or** Brigance Preschool Screen – II, (under 4 years 11 months) **or** Brigance K & 1 Screen – II (5 years 0 months and older) **or** Brigance Early Childhood Screens III (3-5 Years or K & 1) **or** Brigance Head Start Screens III
- Developmental Indicators for the Assessment of Learning, Third Edition (DIAL-3) **or** Fourth Edition (DIAL-4)
- Parents' Evaluation of Developmental Status (PEDS)

Ages and Stages Questionnaires

BROOKES
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- Considered valid & reliable
- Use to identify children that might be at risk for developmental delay
- Series of questionnaires for children ages one month to 5-1/2 years
- Take 10–15 minutes for parents to complete and 2–3 minutes for professionals to score



Key Points-What We Want Early Childhood Educators to Know

- Keep in mind that developmental monitoring is not the same as developmental screening
- Developmental screening is typically done by a medical professional and can be done by teachers with special training
- Screening tools are designed to help identify children who might have developmental delays

Communicating with Families for Classroom Early Childhood Educators

Tips and Strategies

- Regularly talk to parents about healthy development
- Spend time building a trusting relationship with parents
- Be culturally sensitive
- Complete a milestone checklist
- Know your program's policy on communicating with parents
- Have a clear understanding of the school/center's referral process



During the Meeting with Parents

- Highlight the child's strengths
- Use a translator, if needed
- Be respectful
- Remember to consider cultural differences
- Honor confidentiality and privacy
- Make it a two-way conversation





During the Meeting with Parents Con't

- Provide opportunities for parents to speak and ask questions
- Offer to assist connecting family with early intervention services
- Provide any relevant contact information
- Remember parents know their children (they are the experts)


Use Active Listening

- While talking to the parent, listen attentively and make eye contact
- Sit quietly while the parent is speaking and nod occasionally to reassure them you are still listening
- While you are listening to the parent, think about how they might be feeling and acknowledge those feelings to the parent with compassion
- Once the parent finishes speaking, paraphrase what they said and repeat it so they know you understand





What Would You Say?



Key Points-What We Want Early Childhood Educators to Know

- Make sure you are well prepared before talking to parents about their child's development
- Regularly talk to parents about healthy development
- Strive to build a meaningful relationships with parents
- Use cultural sensitivity
- Use active listening while talking to parents
- Provide opportunities for parents to speak and ask questions



What is Early Intervention?

A system of services provided to families with children ages birth to three that are at risk of, or have some type of developmental delay or disability.

Why is it Important?

Research indicates that early intervention treatment services can greatly improve a child's development.

Individuals with Disabilities Education Act (IDEA)

- Part C of the IDEA provides services for young children with special needs, aged birth to three years
- Part B of the IDEA provides services for children/adults with special needs, aged 3-21 years



Early Intervention Systems in North Carolina

Infant-Toddler Program (ITP) (IDEA Part C)

Local Lead Agency:
Children's Developmental
Services Agency (CDSA)
Serves children birth to three
years, with special needs

Preschool Program (a part of IDEA Part B)

Local Lead Agency:
Local Education Agency (LEA); local
school system
Serves children three to five years of
age, with disabilities. Five-year-olds
who are eligible for kindergarten are not
served through the Preschool Program

North Carolina INFANT-TODDLER PROGRAM (NC ITP)



<http://www.bearly.nc.gov/index.php/>

Family Support Network of North Carolina



<http://www.fsnc.org/>

Centers for Disease Control and Prevention

Learn the Signs, Act Early



Download on the
App Store

GET IT ON
Google Play

Download CDC's FREE Milestone Tracker App

-  Track Milestones
-  Share a Summary
-  Get Tips & Activities

Learn more at [cdc.gov/MilestoneTracker](https://www.cdc.gov/MilestoneTracker)

<https://www.cdc.gov/ncbddd/actearly/index.html>



Thank
You!

Julie Clinkscale - NC ITQEP Education Manager
juliec@childcareservices.org

Ginger Thomas - NC ITQEP Project Manager
gingert@childcareservices.org