Developmental Screening In Early Childhood

Supporting Best Practice in Preschool Programs

Quick Poll

Who is with us on the call today?

Choose the option that most closely fits your role.

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Objectives for this webinar:

- Define developmental screening within the broader EC assessment system

- Present best practice views of the use of developmental screening in determining eligibility for the Colorado Preschool Program (CPP)

- Clarify roles of child find and CPP staff in conducting developmental screening for preschool-aged children

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CDE Fact Sheet

Early Childhood Comprehensive Assessment System — cde Fact Sheet

Part I: Developmental Screening In Early Childhood
Supporting Best Practice in Preschool Programs

Comprehensive Early Childhood Assessment System

A comprehensive assessment system is an important component of state and local early childhood systems. A thoughtfully designed system of assessment ensures that children who are experiencing challenges in development and learning are identified as soon as possible and are connected to the services and programs that best meet their needs. It also provides methods for monitoring the progress that children make in their early learning programs in order to inform individualized planning and to communicate with families. Effective comprehensive assessment systems engage families at every level, are accessible, and are coordinated to streamline processes and avoid duplication. They make use of valid and reliable methods and instruments so that families and early care and education providers can have confidence in the results. A comprehensive assessment system utilizes three main assessment components: developmental screening, evaluation and assessment for determining eligibility and ongoing formative assessment. This developmental screening fact sheet is Part I of a three-part series that will explore these three components in depth.

Screening as Part of Eligibility Determination

Developmental screening instruments should be used by early childhood programs as one component in eligibility determination for the Colorado Preschool Program (CPP) as well as in identification of children who may be in need of further evaluation for determining eligibility for special education services.

www.cde.state.co.us/cpp

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Components of an EC Comprehensive Assessment System

- *Developmental Screening*

- Evaluation and assessment for determining eligibility

- Formative Assessment

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What is Developmental Screening for Young Children?

Developmental screening involves the use of "brief, relatively inexpensive, standardized procedures or tests designed to quickly assess a large number of children to find out which ones need further evaluation."

Samuel Meisels

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In Support of Screening:

- As many as one in four children aged birth through five are at-risk for developmental delay or disability (National Survey of Children's Health, 2011-12)

- Provision of needed supports, intervention, and treatment as early as possible is more efficient and cost effective than to provide extensive special education services in later childhood

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Screening Purposes

- First line check of whether a child's development is on track

- Provides an opportunity to identify delays and challenges early

- Allows for participation in a community system of screening to reach every child

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Why is Developmental Screening Important in CPP?

- To quickly identify children who are in need of further evaluation and eligibility determination for preschool special education

- To determine a baseline developmental status for children being considered for Colorado Preschool Program

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The CPP eligibility determination process should include:

- Written information gathered from families (e.g. preschool application)

- An interview with the family

- Information from a valid and reliable developmental screening tool, considered along with other information

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Screening Tools Must be:

Technically Sound

- **Reliability** means that the scores on the tool will be stable regardless of *when* the tool is administered, *where* it is administered, and *who* is administering it.

- **Validity** means that the scores on the tool accurately capture what the tool is meant to capture in terms of content.

Resource to Select Appropriate Screening Tools

- **Birth to 5: Watch Me Thrive! Compendium** profiles screening measures that have appropriate accuracy (sensitivity and specificity) and include all domains, including social/emotional, and family input

- Consult the compendium to review technical review of specific screening tools or to help identify appropriate tools

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Who Conducts the Developmental Screening?

Those trained to administer the particular tools, based on the specific guidelines of each tool. May include:

- Teachers
- Paraprofessionals
- Service providers

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Family's Role in Screening

- Caregiver input is critical

- Some tools are completed by parents and other caregivers

- Family interview process augments screening tool and results

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The Role of Child Find in a Comprehensive Assessment System

- Preschool staff are responsible for screening for the preschool enrollment process

- Child Find staff are not required to conduct general screening events or screening clinics, but may participate

- Child Find performs in-depth evaluation and determination of eligibility for early childhood special education services
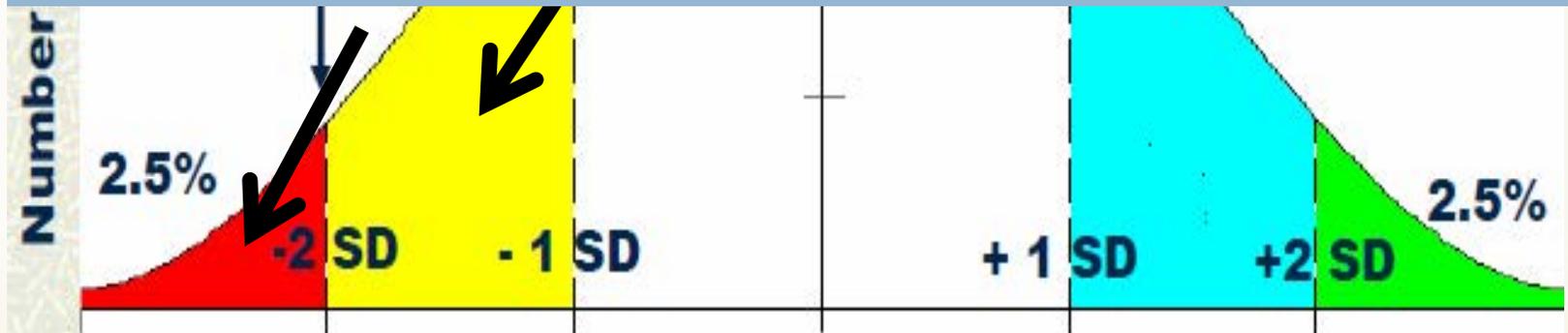
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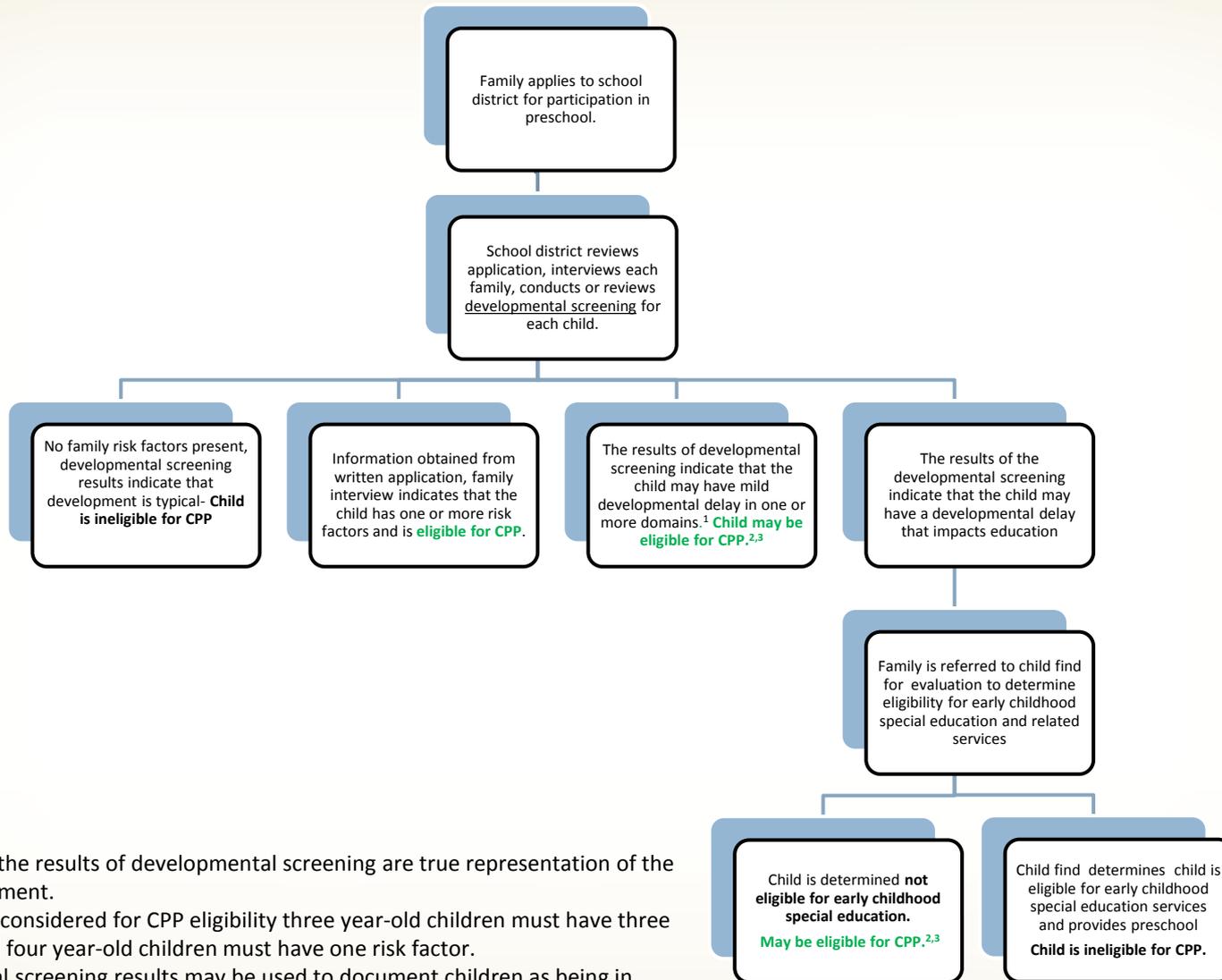# Using Screening Results to Make Decisions

- Use all the information gained about the child and family to interpret the screening results

- Consider how the child's experiences influence the child's performance on the screening

- Take into account cultural and linguistic differences

- Refer for further evaluation as soon as a concern is identified

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Using ASQ as an example:

Children whose scores fall in the 2.5% or lower percentile should be referred to child find for further evaluation. If determined ineligible for early childhood special education, then these children may be considered for eligibility in CPP.

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Developmental Screening as Part of the Preschool Enrollment Process

Family applies to school district for participation in preschool.

School district reviews application, interviews each family, conducts or reviews developmental screening for each child.

No family risk factors present, developmental screening results indicate that development is typical- **Child is ineligible for CPP**

Information obtained from written application, family interview indicates that the child has one or more risk factors and is **eligible for CPP**.

The results of developmental screening indicate that the child may have mild developmental delay in one or more domains.[1] **Child may be eligible for CPP.[2,3]**

The results of the developmental screening indicate that the child may have a developmental delay that impacts education

Family is referred to child find for evaluation to determine eligibility for early childhood special education and related services

Child is determined **not eligible for early childhood special education.**
May be eligible for CPP.[2,3]

Child find determines child is eligible for early childhood special education services and provides preschool
Child is ineligible for CPP.

[1]Assumes that the results of developmental screening are true representation of the child's development.

[2]In order to be considered for CPP eligibility three year-old children must have three risk factors and four year-old children must have one risk factor.

[3]Developmental screening results may be used to document children as being in need of language development and as having poor social skills. District Advisory Councils may consider adding additional risk factors for other areas of developmental delay such as cognitive or physical.

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Community Partners in EC Screening Efforts

- Assuring Better Child Health and Development (ABCD) initiatives and community referral mapping initiatives

- Primary Care Providers

- Child Care Providers

- Early Intervention Colorado

- Home visiting programs

- Early Childhood Council initiatives

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Differences between Developmental Screening and Formative Assessment

A developmental screening tool provides a snapshot in time of a child's development.

- ▪ Ages & Stages Questionnaire® is an example of a valid and reliable developmental screening instrument

Formative assessments are used to measure the developmental and academic growth of children over time and to inform individual and whole group instruction.

- ▪ TS GOLD® & HighScope COR Advantage® are curriculum-based formative assessments

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Formative Assessment

- Continual process of observing, gathering, recording, and interpreting information to answer questions and make developmental and instructional decisions to meet the needs of individual children

- Assessment measures young children's *performance over time*

- Assessment is a lengthier process than screening and requires collecting information from multiple sources

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Developmental Screening Resources

www.hhs.gov/watchmethrive

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More Screening Resources

- NAEYC Position Statement on Early Childhood Curriculum, Assessment, and Program Evaluation http://naeyc.org/files/naeyc/file/positions/pscape.pdf (page 13)

- Colorado Assuring Better Child Health & Development (ABCD) www.coloradoabcd.org

- American Academy of Pediatrics Policy Statement http://pediatrics.aappublications.org/content/118/1/405.full

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References

In addition to the previous citations, the following references were consulted in the development of this presentation and fact sheet:

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Questions and Comments

- Answer questions

- Additional questions and answers will be posted on the CDE website

- www.cde.state.co.us/cpp

- www.cde.state.co.us/early/preschoolspecialed

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