



Developmental Screening



GROW NJ KIDS TRAINING SERVICES



RUTGERS

School of Social Work
INSTITUTE FOR FAMILIES



Welcome to Training!



Poll



Objectives

Define developmental screening;

Recognize the importance of developmental screening for all children;

Identify the role family/program partnerships play in developmental screening;

Review the benefits of screening in interactions with children, families, and implementation of curriculum; and

Learn how to communicate screening results to families and navigate difficult conversations.

Agenda

- What is Developmental Screening?
- Partnering with Families
- Learning Benefits of Developmental Screening
- Communicating Results
- Next Steps and Resources

Today

1)

2)

3)

4)

Section 1: What is Developmental Screening?



**What characteristics
will children develop
while in your care?**





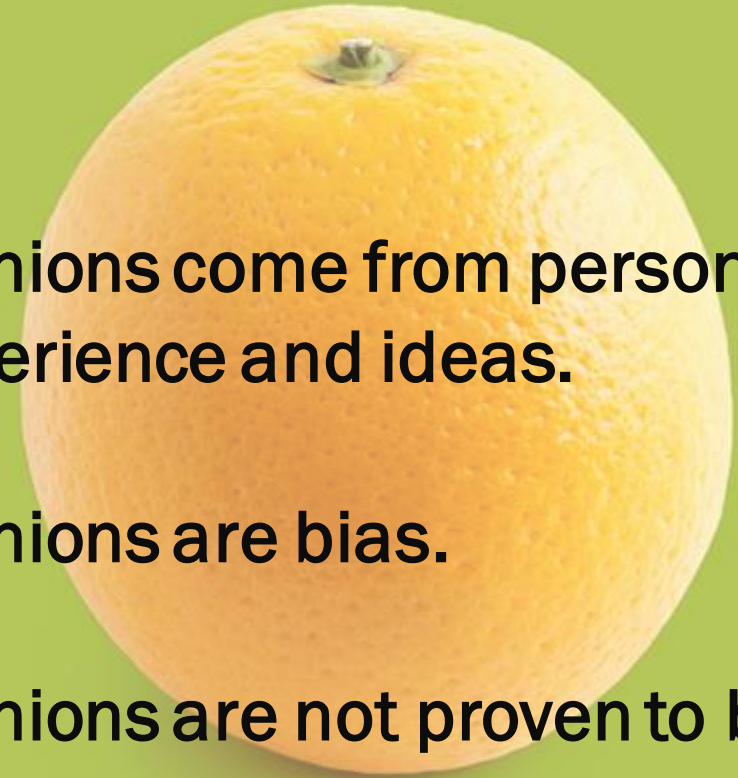
What Do Developmental Screening Tools Do?

- Help us identify:
 - Which children need support
 - Which skill areas need support
- Ask about development in:
 - Language
 - Movement
 - Thinking
 - Self-help skills
 - More

Fact vs. Opinion



- **Facts come from research.**
- **Facts are objective.**
- **Facts are proven.**



- **Opinions come from personal experience and ideas.**
- **Opinions are bias.**
- **Opinions are not proven to be true.**

Types of Screening Tools

Tool:	Administered/ Completed by:	Children Ages:
ASQ-3	Families/ Caregivers	1 – 66 months
ESI-R	Teachers	36 – 71 months
Brigance	Teachers	Birth – 30 months



Who Administers Screenings?

- Early childhood professionals
- Healthcare providers such as pediatricians at well visits
- Home visitors
- Early intervention professionals
- Caregivers

Video Clip

“Developmental
Screening
Comparison”





Keep in Mind

- Children receiving services do not need screening.
- Children no longer receiving services need to be screened.
- Follow screening tool recommendations for frequency of screenings.

**Developmental
screening does not
provide a diagnosis.**



- Does this feel familiar to you?
- What may be the outcome of some children who are not screened?

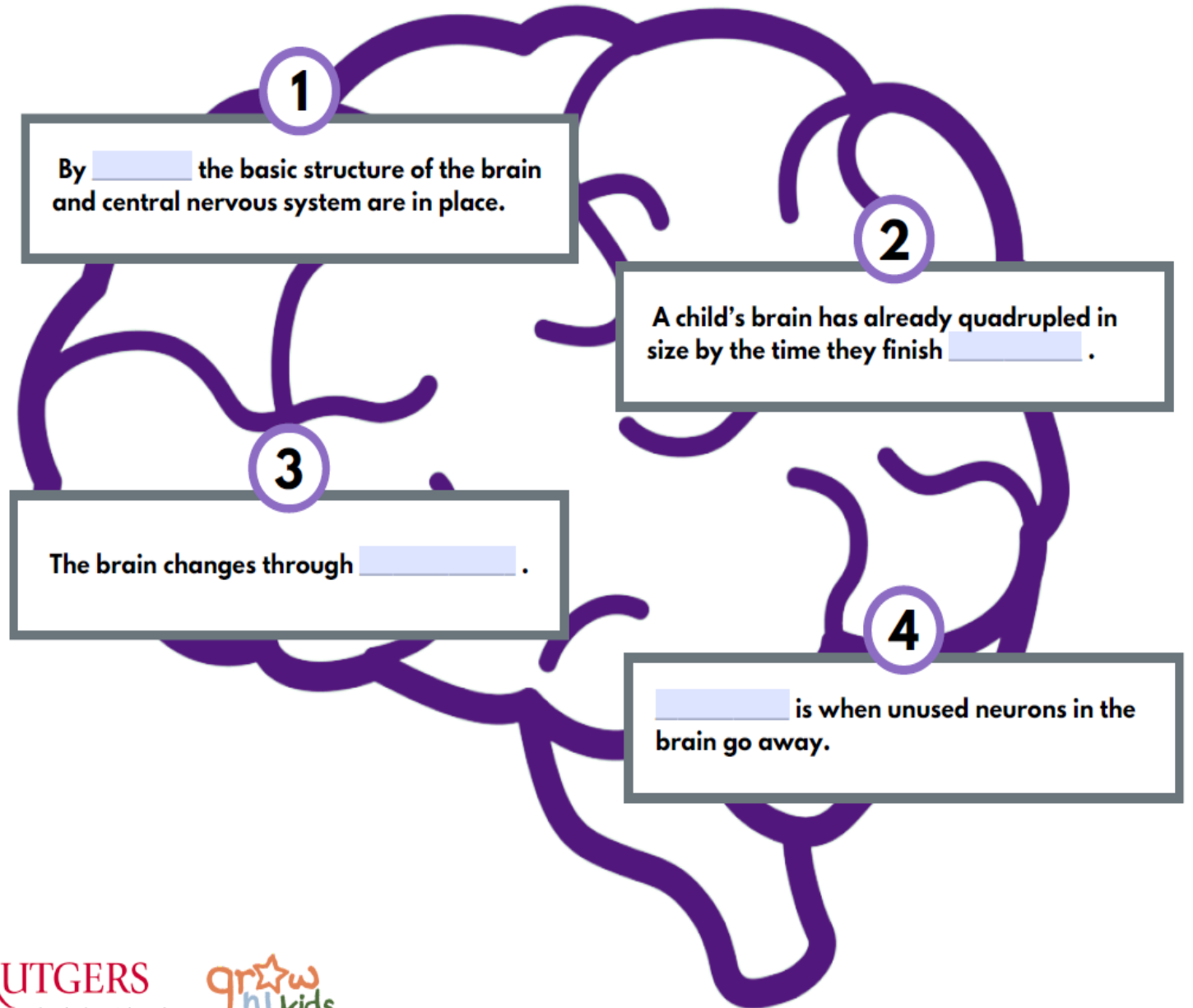
Video Clip

“How Baby
Brains Develop”



Development of a Child's Brain

Development of a Child's Brain Handout





How have you seen evidence of brain development?

What role do you play in identifying children with potential delays?

What do you do that helps you identify children with potential delays?



How can proactively screening children increase the number of identified delays?

How would a screening tool help you?



Poll





- What stood out to you?
- Did anything surprise you?
- Do you have any questions after hearing these statements?



Scenario 1

Ms. Smith has been working at ABC Childcare for 10 years. She currently works with a group of children between the ages of 2 and 3 years old. At the beginning of each year, Ms. Smith observes the children carefully to get to know their abilities, skills, knowledge, and personalities. The year has just begun, and two children have caught her attention.



Randy is 2 years old and doesn't seem to have many words. Randy struggles to communicate and is behaving aggressively with the other children.



Avery is 3 years old. Avery interacts with peers well. However, something does not seem right and even though Ms. Smith cannot exactly pinpoint a reason, she is concerned about Avery.



All the other children seem to meet the expected developmental milestones for their age.

Section 2: Partnering with Families



A top-down view of several people's hands stacked together in a circle on a dark wooden table. The hands are of various skin tones and are wearing different colored sleeves (brown, purple, black, grey). In the background, there are several papers with charts and graphs, a laptop, and a tablet. The overall scene suggests a collaborative business meeting or a team huddle.

What are
characteristics of a
good partnership?

**“Alone we can do so little.
Together we can do so much.”**

- Helen Keller



NAEYC Code of Ethical Conduct





What information is typically shared with you when you first meet a family?

What facts are typically not shared but would be helpful to you?

What are ideas, experiences, or strategies for building trust and relationships?




Scenario 2

Ms. Smith in our scenario is having one of those challenging moments. As part of her work to partner with families, she is introducing her program's policy about doing developmental screening with all children. In Ms. Smith's program, screening is done three times per year. Ms. Smith is meeting with all families to talk about curriculum and policies.



Scenario 2

She explains that developmental screening is conducted with all children who are not already diagnosed with a developmental delay and receiving early intervention or special education services. One parent says, "My child is fine. Why should I make my child be screened?"

A photograph of two women in a classroom. The woman in the center has dark curly hair and is wearing a white button-down shirt, smiling broadly while holding a clipboard. To her right, another woman with long brown hair is also smiling and looking towards the center. In the foreground, the backs of several children's heads are visible, including one with blonde pigtails and another with dark skin wearing a red top. The background shows a classroom with bookshelves and a bulletin board.

How would you explain
the importance of
screening all children?



- What stands out to you?
- Did anything we discussed so far surprise you?
- Do you have any questions or concerns?



Parental Consent

- Need parental consent to screen children
- Consent forms can be signed:
 - At the start of each year
 - Before screening tools are used
- Review the purpose of developmental screening:
 - When children are enrolled
 - When reviewing policies/procedures
 - Before each time screening takes place
- Right to refuse
- Developmental screening training

Video Clip

“Developmental
Screening”





Culture

- Culture impacts:
 - How families react to the process
 - The milestones their children achieve
 - The screening process
 - Values and priorities
- **No one culture is right or wrong.**



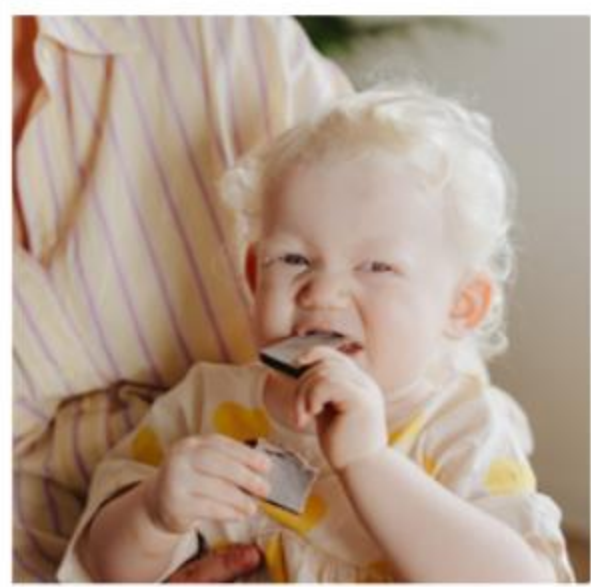
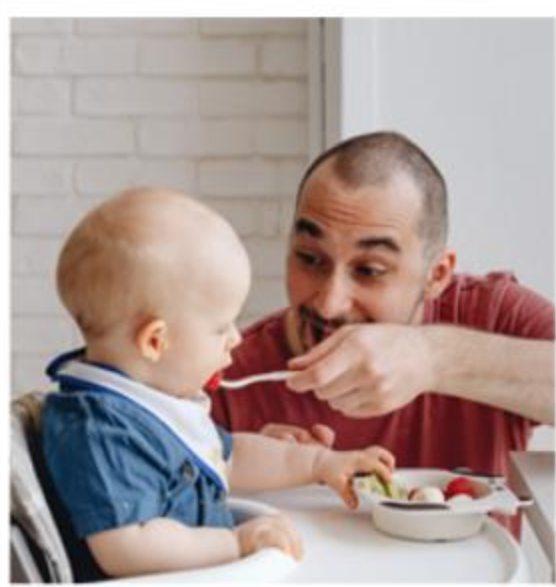
Independent Cultures


- Self-help skills are an early priority.
- “Me – I can do this.”
- Children are taught to do things themselves.



Interdependent Cultures

- Dependence and support are valued.
- Children might not feed/dress themselves.
- Children feel like part of a larger group.





How can we learn
about children's
cultures and their
families' priorities?

Section 3: Learning Benefits of Developmental Screening



What “a-ha”
moments were
meaningful to you
so far?





Scenario 3

Ms. Smith is reviewing the results of the children's developmental screening. She had been concerned about Randy and wasn't sure about Avery's progress toward developmental milestones.



Scenario 3

Based on her observation, the other children appeared to be within range of the widely held expectations of development for this age group. Here's what she learned.



Randy may have a delay in language development. Randy's family reported that Randy doesn't respond when they talk.



Avery had concerning scores in the area of cognitive development.



Quinn had scores that were lower than expected in social-emotional development and was borderline in physical development.



That surprised Ms. Smith. She hadn't noticed Quinn struggling with social-emotional skills. Quinn seemed to interact with the children but now Ms. Smith was questioning her memory of those interactions.



She did notice that Quinn's gross motor movements were a little less coordinated than the other children but thought that could improve with time. She was surprised that the results showed that Quinn might need extra help in both fine and gross motor skills.

Randy may have a delay in language development.

Avery's scores in cognitive development were a concern.

Quinn had lower-than-expected scores in social-emotional development.

Quinn had borderline scores in physical development.

Randy

Avery

Quinn
(Social-Emotional)

Quinn
(Physical)

Have you ever
individualized your
teaching based on a
child's specific needs?



Grow NJ Kids Standards: Center-Based

2.3.1 - Children's individual differences are supported when developing individual activities and/or lesson plans and are reflective of the NJ Birth to Three Standards and or the NJ Preschool Teaching and Learning Standards.

2.3.4 - Appropriate teaching and learning modifications and/or accommodations are made based on findings from performance-based assessments, and information gathered from observations to address children's specific needs and strengths.

2.4.4 - A system is in place to link families to services needed to address the developmental and behavioral concerns of children identified through developmental screening and performance-based assessments.

Grow NJ Kids Standards: Family Child Care

2.3.2 - The provider has pre-planned, daily activities that are aligned to the NJ Birth to Three Standards and/or the NJ Preschool Teaching and Learning Standards for the ages enrolled.

2.5.2 - A formative assessment aligned to the curriculum is used to address all developmental domains.

2.4.2 - A researched-based developmental screening tool is used to identify children who may need additional evaluation and/or intervention strategies and results are shared with families.




- How might developmental screenings in your program help you?



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- How does being informed about children's developmental levels help relationships with families?



- How might developmental screenings in your program help you?
- How does being informed about children's developmental levels help relationships with families?
- What can you share about the benefits of developmental screenings to help market your program?



What questions
and/or concerns do
you have?

Section 4: Communicating Results









What are your concerns about discussing the results of developmental screening with families?



Communicating Developmental Screening Results

Communicating Developmental Screening Results

Strategies for Communicating Screening Results with Families:

-  Offer all families a meeting to review results, even when results do not indicate a potential delay.
-  When a meeting begins, remind the family that everything you discuss will be confidential.
-  Always start with the positive.
-  Show the family the results and talk about the facts; avoid adding your perceptions, opinions, and experiences.
-  Maintain a constructive, productive, and helpful approach.
-  Tell the family that the goal of reviewing these results is to determine next steps together. You are a team.



Key Elements for Being a Good Partner with Families:

- Trust
- Confidentiality
- Good communication
- Mutual respect



Steps to Develop Trust and Respect with Families:



- Understand that each family has their own perspective.
- Learn about their perspective by asking questions.
- Invite families to add their observations about their child.
- Let the family's input and perspective guide how you approach the conversation.
- Think about your own perspective.
- Acknowledge the family-child relationship.
- Support the family's knowledge about their child and the child-rearing skills they already have.
- Ask the family what their goals are for their child.
- Develop a plan for their child with those goals at the forefront.

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Navigating Conversations with Families

- Be specific and choose your words carefully.
- Enter the conversation with compassion.
- Accept their “yes” or “no.”



Navigating Conversations with Families

- When a family is not ready to take next steps:
 - Keep the communication door open.
 - Offer time to think about the results.
 - Invite them to reach out at any time.
 - Acknowledge that they are decision-makers.





- Have you had experiences with difficult conversations that would relate to the strategies and perspectives we are discussing?
- Are there strategies from this discussion that you have already used or wish you had known?




Scenario 4

Ms. Smith is meeting with Quinn's family soon after receiving the results of the developmental screening that showed potential delays in social-emotional and physical development. They are shocked, upset, and defensive.



Scenario 4

What can Ms. Smith say to keep them as partners and keep Quinn's best interests as the priority?



What additional questions or concerns do you have about partnering and discussing results with families?

Section 5: Next Steps and Resources





Next Steps

- Review your program's screening tool and screening intervals.
- Prepare introductory information for families.
- Start educating families about the importance of developmental screening.
- Know your state and county resources.



Questions

THANK

YOU



This training and accompanying materials were developed by Grow NJ Kids Training Services at the Institute for Families at Rutgers School of Social Work on behalf of the NJ Department of Human Services. Any use of this curriculum is prohibited without the written consent of the Institute for Families.

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