

The Importance of Developmental Assessments In Early Childhood Education and Care

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Types of Assessment

- Screening assessment
- Diagnostic assessment (professional evaluation)
- Curriculum-based (programmatic, ongoing) assessment





Typical format for a developmental screening tool

- Parent- or caregiver-completed screening tools that encourage parent/caregiver involvement
- Series of questionnaires for children ages 1 month to 5 ½ years
- Tools to accurately identify children at risk for developmental or social-emotional delay



Domains

- Communication
- Gross motor
- Fine motor
- Problem solving
- Personal-social
- Social-emotional development
(typically a separate assessment)

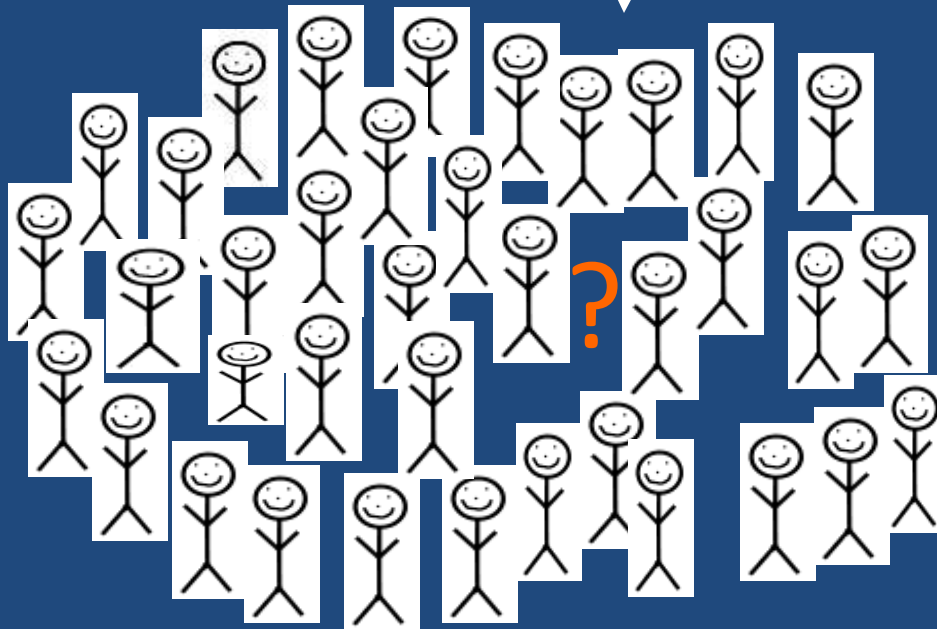


WHY SCREEN?

Under Detected

Clearly
Typical

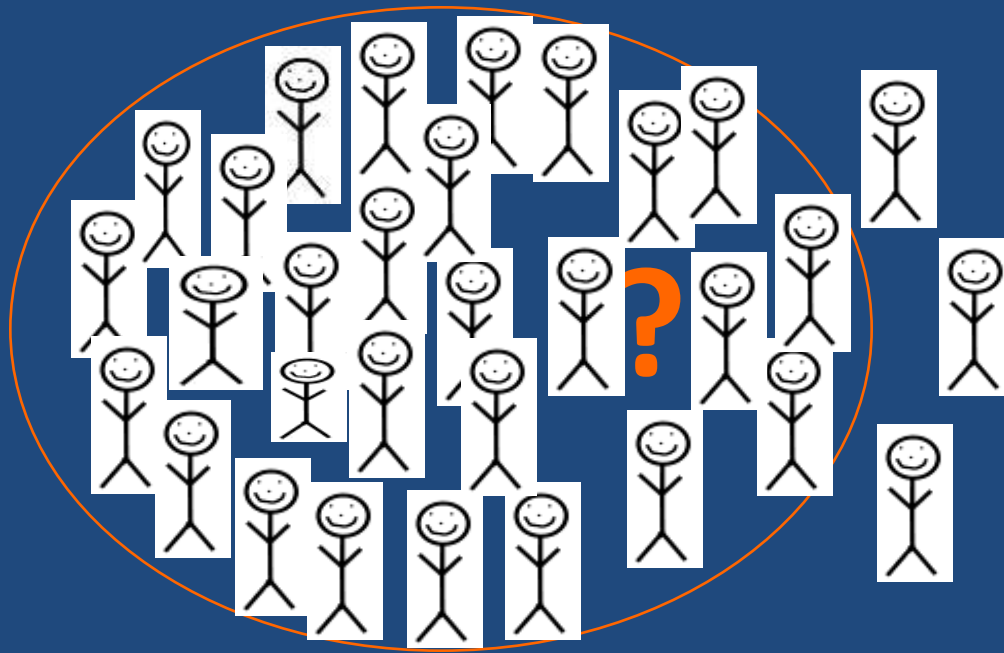
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Adapted from Macias, M. (2006) D-PIP Training Workshop

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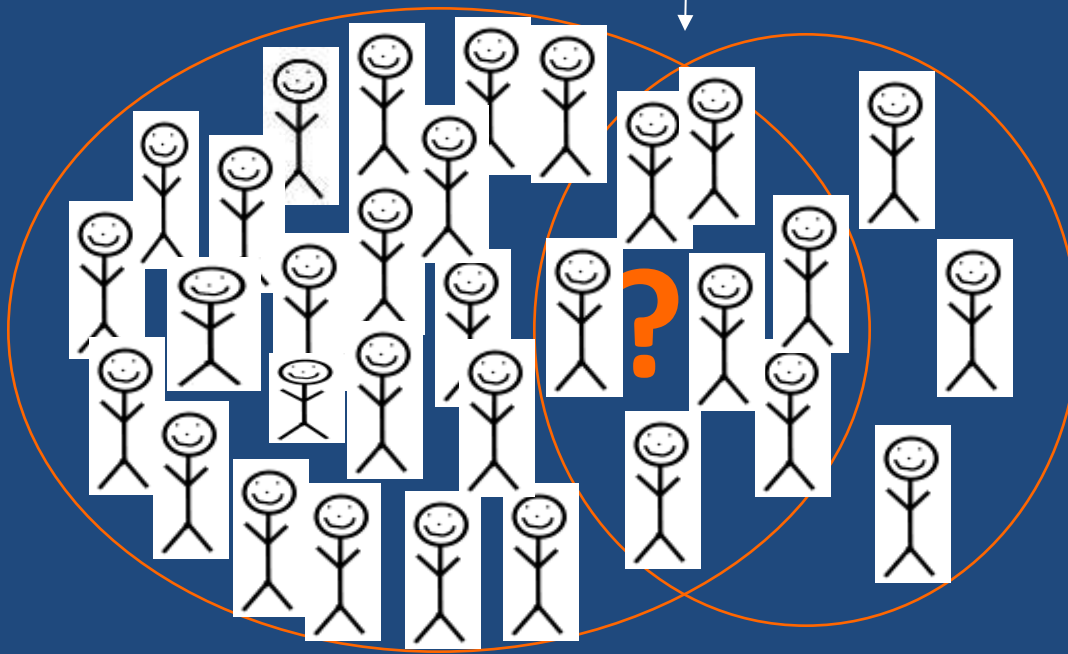
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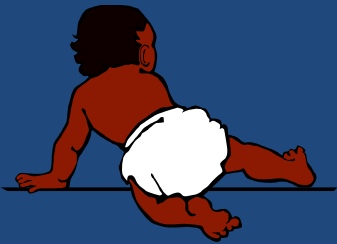
Monitoring

- Developmental surveillance (screening at set intervals) of children not known to be eligible for special health or educational services

Answers the question: "Is this child developing on schedule over time?"



Incidence of children identified as having a disability by age (2011)



2.79%



5.99%



10.76 %

<http://www.ideadata.org>

Detection Rates of Children with Existing Delays

	Without Screening Tools	With Screening Tools
Developmental Disabilities	14-54% identified Sheldrick et al, 2011	70-80% identified Squires et al, 1996
Mental Health Problems	20% identified Lavigne et al, 1993	80-90% identified Sturner, 1991

Prescreening Activities

- Obtain consent
- Explain purpose of screening and review questionnaire content
- Schedule screening
- Select correct ASQ-3 interval
- If possible, provide parent with ASQ-3 prior to administration
- Assemble materials (if necessary)

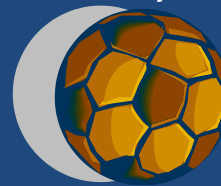


What to consider when scoring an assessment



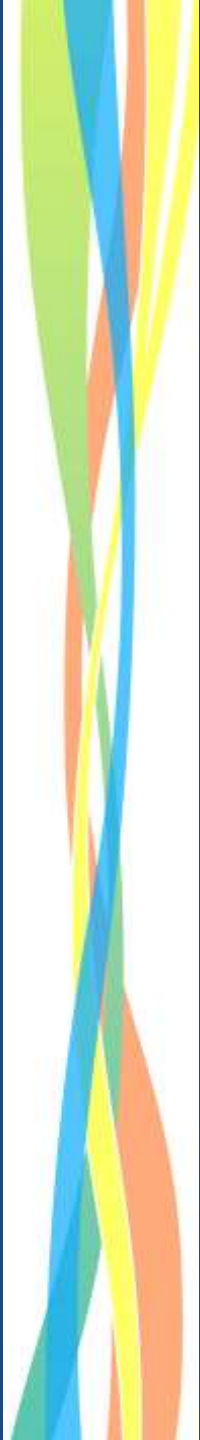
How might culture or values influence these activities?

- Feeding, Dressing
- Reading and Writing Tools
- Playing with Toys
 - Blocks, stuffed animals, shopping carts
- Sports (e.g., balls)



Communicating Screening Results

- Review the purpose of screening
- Avoid terms such as "test," "pass," or "fail"
(use "below/above cutoff," "in monitoring zone")
- Review ASQ-3 and explain area scores
- Offer ideas for next steps including:
 - activities
 - resources
 - referral for further evaluation
- Support family in decision making process



Communicating Screening Results

- **Prepare for the meeting carefully**
 - Make notes about behaviors
 - Note information you need to gather from family (health history, etc.)
 - Role-play conversation with a peer
 - Select a private, comfortable place
 - Consider cultural or language issues
 - Know your community resources
 - Be calm—remember, you are there to help the family take the next steps...



Example of Follow-Up Actions

4. FOLLOW-UP ACTION TAKEN: Check all that apply.

- Provide activities and rescreen in 2 months.
- Share results with primary health care provider.
- Refer for (circle all that apply) hearing, vision, and/or behavioral screening.
- Refer to primary health care provider or other community agency (specify reason): _____.
- Refer to early intervention/early childhood special education.
- No further action taken at this time
- Other (specify): _____

Parental Characteristics that May Affect Accuracy of Parent Report

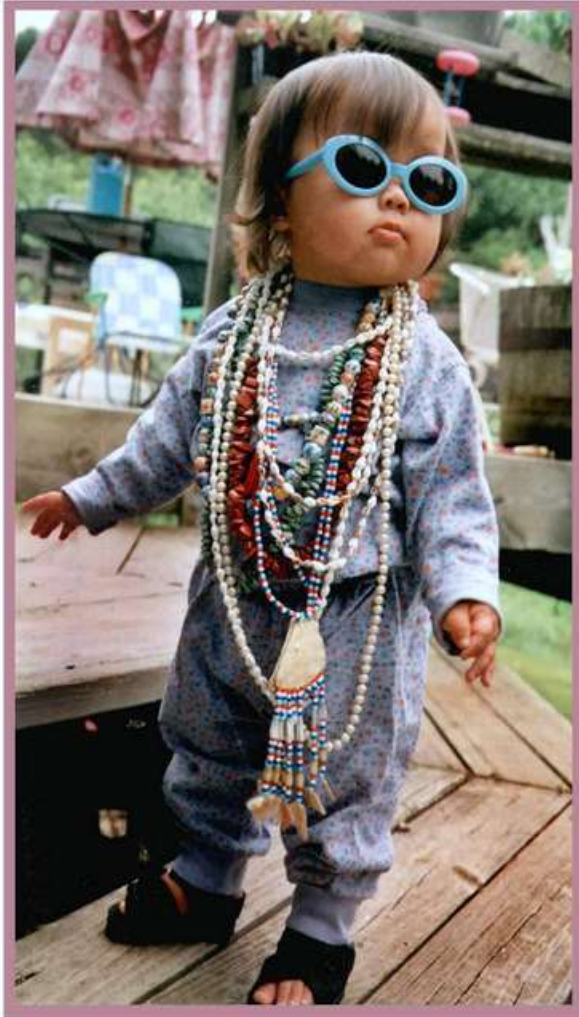
- Low literacy
- Cultural and language differences
- Impaired mental functioning
- Mental health issues
- Involvement with child protective agencies



Qualities of Assessment Tools

- Adequate normative population
- Validity "accuracy"
- Reliability "consistency"
- Cultural sensitivity
- Comprehensiveness
- Attractiveness to children





Cross-Cultural Considerations in Assessment and Interventio

U.S. Demographics

- 115.8 million identify as minority race or ethnicity (2012, Esri)
 - 52.8 million Hispanics
 - 39.5 million blacks
 - 15.2 million Asians/American Indian/Pacific Islander
- By 2050, whites no longer in the majority
- 40% of children under 5 will be Hispanic

Can assessments be used with families from diverse cultural backgrounds?

Cultural variations found most often in areas of

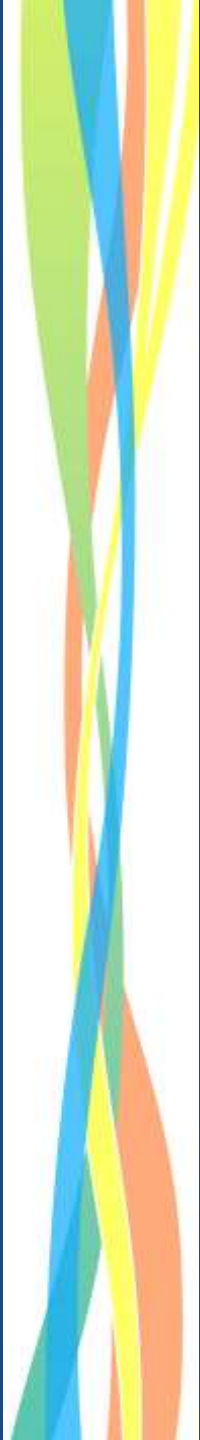
- Self Regulation
- Attachment
- Feeding/Toileting Training

(D. Lyman, W. Njoroge, D. Willis, 2007)



Cross-Cultural Considerations in Assessment and Intervention

- **What issues may arise when:**
 - Meeting with parents and introducing screening?
 - Administering the screening tool (ASQ-3 and/or ASQ:SE)?
 - Communicating results or making follow-up suggestions in the home?
 - Making community referrals?



Recommendations for Practitioners

- Develop cultural awareness
- Consider families' pre- and post-immigration experiences
- Use cultural brokers and interpreters during process
- Ask families about cultural expectations of early development
- Clarify language and meaning of each item
- Reframe questions

Adapted from Cross-Cultural Lessons: Early Childhood Developmental Screening and Approaches to Research and Practice, CUP Partnership, Alberta, Canada



Recommendations for Practitioners

- Incorporate non-standardized methods into the screening process
- Interpret screening results with caution and integrate relevant cultural data
- Debrief the results with the family and together determine the most appropriate follow-up to screening results
- Throughout the process, validate the family's cultural belief system

Adapted from *Cross-Cultural Lessons: Early Childhood Developmental Screening and Approaches to Research and Practice*, CUP Partnership, Alberta, Canada



Recommendations for Practitioners

Culturally sensitive questions to gather information from family members when concerns or problems arise:

- Is there a problem?
- Why is there a problem?
 - What do you think has caused the problem?
- What can be done?
 - What types of interventions would be appropriate?
- Who can help?

Develop Procedures

- **Choose a format for administration**
 - Mail-out
 - Home visit
 - Center or clinic
- **Decide frequency**
 - Consider your purpose for screening
 - Be realistic about your resources
- **Create policies for scoring and sharing results**
 - Who scores and shares results?
 - With whom do you share results?
 - Who provides referrals to the family?



In Summary

- Screening tools can help bridge communication with families
- Screening tools can assist in making referrals to community agencies
- Referrals should be based on a variety of considerations in addition to scores
- Developmental and social-emotional issues are very complicated
- Use available resources to make decisions about what steps to take after screening

