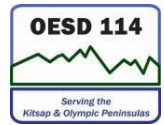




Developmental and Social Emotional Screening Procedure



Performance Standards and Regulations		
Head Start Performance Standards 1302.33	ECEAP CO-1	Washington Administrative Code (WAC) 110-300-0055

Purpose

This informs staff about developmental and social emotional screenings that are due within 45 days of a child’s First Date of Service (FDOS)—first day in class for center based and enrollment date for home visiting.

Procedure

Screenings are completed within the first 45 days of a child entering the program to identify physical, sensory, developmental, or behavioral strengths and concerns. All identified concerns require documented follow-up.

For a newly enrolled child who enters our program currently and is in the process of being evaluated by an early intervention agency:

Staff must:

- Completed Authorization to Release and Exchange Confidential Information.
- Upload signed form to ChildPlus under Disabilities tab within **THREE** working days and email Disabilities Program Manager.

Developmental Screenings

The ASQ-3 (*Ages and Stages Questionnaire, 3rd Edition*) is the developmental screening tool used in OESD 114 Early Learning Programs. This tool screens a child’s development in five areas: communication, fine motor, gross motor, problem solving, and personal-social.

This screening tool is utilized for all children entering EHS, HS, or ECEAP. Children who remain in the program are screened annually. Exceptions to this are noted below.



All ASQ-3 screenings MUST be completed before the 45th calendar day of FDOS.

For year-round programs and continuing children, the ASQ-3 must be completed by September 30.

For any scheduling challenges, a plan must be in place with your supervisor and all conversations must be documented per **ChildPlus and ELMS procedures**.

****All staff need to ensure families have provided consent for all screenings prior to administering them.**

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Children WITHOUT Current IFSPs or IEPs

HS	ECEAP	EHS-CB	EHS-HB
<p>The questionnaire portion of the ASQ-3 is completed with the parent/caregiver.</p> <ul style="list-style-type: none"> • EHS—Started during first 30 days of FDOS • HS, ECEAP—Started during the Initial Contact/Education Home Visit • Staff provides clarification of any questions the family may have 		<p>The questionnaire portion of the ASQ-3 is completed with the parent/caregiver.</p> <ul style="list-style-type: none"> • Plan to complete during the third PAT foundational visit • Home Visitors provide clarification of any questions the family may have 	
<p><i>The ASQ-3 is available in English, Spanish, Arabic, Chinese, Vietnamese, and French. If the family speaks any other language, administer the screening with an interpreter.</i></p>			

Children WITH Current IFSPs or IEPs

An ASQ-3 **is not required** for children with an IFSP or an IEP if the child was evaluated in all five developmental areas in an evaluation from a school district, early intervention agency, or medical provider **AND** the full evaluation is obtained, reviewed and attached to the Disabilities tab in ChildPlus **before the 45th day**.

If a child has been evaluated and is receiving therapy services (through districts or early intervention) in **speech**, the child must receive screening in **all developmental areas** to confirm areas are “on track,” and to ensure the absence of any additional developmental concerns. The ASQ-3 must be completed prior to the 45th day.

The **Authorization to Release and Exchange Confidential Information** is used to obtain a copy of the child’s evaluation and IFSP or IEP.

Scoring the ASQ-3

Follow the scoring directions as outlined in the ASQ portal and provided in training. Scoring results in a report that is shared with parent/caregiver to determine next steps, if any and utilized in individualized planning.

The ASQ-3 screening reports are uploaded to the Education tab in ChildPlus and ELMS per **procedures**. This includes any and all rescreens.

Conversations with the parent/caregiver about screening results are required to occur within 2 weeks of the completed screening.

Follow Up

Depending on the child’s score, the follow up guidance varies. Follow the specific instructions in the table below and document all contacts/discussion according to **ChildPlus and/or ELMS** procedures.

Regardless of scoring indicator, results must be discussed with the family to develop a plan for the child that includes classroom and home strategies that continue to support the child’s development.

Planning is for the whole child, both in areas of need as well as areas of strength.

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ASQ-3 Scoring Grid Indicator	Next Steps
<p>All developmental areas score within the white:</p> <ul style="list-style-type: none"> Indicates there are no concerns at the time the screening was administered. 	<ul style="list-style-type: none"> Screen annually or at any time throughout the year based on parent concerns, early learning staff concerns or if growth is not being observed.
<p>One or more developmental areas falls within the grey section of the scoring grid:</p> <ul style="list-style-type: none"> “Monitor” indicates the child needs support, and progress should be closely monitored. <p style="text-align: center;">Rescreen child in 6-8 weeks.</p>	<ul style="list-style-type: none"> Discuss results with the family and develop a plan for the child that includes classroom and home strategies to support the child in areas of need as well as in areas of strengths. If the 6-8 week rescreen scores fall in the “Refer” section in any area, follow Referral for Further Evaluation procedure.
<p>If one or more developmental areas score within the black of the scoring grid:</p> <p>Follow Referral for Further Evaluation Procedure.</p>	<ul style="list-style-type: none"> Provide family with information about accessing further evaluation for their child through the local early intervention agency or school district. Any referral decision made is in collaboration with the family and a referral requires written parent consent. Provide support and advocacy to the family throughout the referral and evaluation process.

If the family chooses not to pursue further evaluation, continue to offer focused support in the classroom and at home visits. Complete and upload to ChildPlus the **Parental Refusal for Further Evaluation** form.

Continued observations and support in classroom and at home are provided and documented.

Social Emotional Screenings

The Devereux Early Childhood Assessment (DECA) is the social-emotional/behavioral screening tool used in our early learning programs and is required for any child in our Early Learning EHS, HS, and ECEAP programs.

The DECA is completed by both the parent/caregiver and Early Learning staff **within 45 calendar days** of when a child first attends the program. The DECA is completed with all children that enter our children even if they have an IEP or an IFSP.

Center Based Programs:

- The Parent DECA is completed by parent/caregiver.
- The Teacher DECA is completed by the Teacher and **is not** to be completed in the first four weeks. Follow procedure.

Home Visiting Programs:

- The Parent DECA is completed by parent/caregiver and Home Visitor. Follow procedure.

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EARLY HEAD START (CB and HB)	HEAD START AND ECEAP	
<p>Pre-DECA:</p> <ul style="list-style-type: none"> • Parent DECA (HB and CB): After FDOS • Teacher DECA (CB only): after child is in program a minimum of 4 weeks (by October 31st) <p>Mid-DECA:</p> <ul style="list-style-type: none"> • March 15 <ul style="list-style-type: none"> ○ Parent DECA (HB and CB) ○ Teacher DECA (CB only) <p>Post-DECA:</p> <ul style="list-style-type: none"> • June 30 <ul style="list-style-type: none"> ○ Parent DECA (HB and CB) ○ Teacher DECA (CB only) 	<p>Pre-DECA:</p> <ul style="list-style-type: none"> • Parent DECA: at Initial Contact/Education Home Visit • Teacher DECA: after child is in program a minimum of 4 weeks (by October 31st) 	
	Part Day	Full Day
	<p>Mid-DECA: Parent and Teacher</p> <ul style="list-style-type: none"> • February 4 <p>Post-DECA: Parent and Teacher</p> <ul style="list-style-type: none"> • May 6 	<p>Mid-DECA: Parent and Teacher</p> <ul style="list-style-type: none"> • March 15 <p>Post-DECA: Parent and Teacher</p> <ul style="list-style-type: none"> • June 30
<p>DECA Infant Assessment: 1 month to 18 months</p> <ul style="list-style-type: none"> • Attachment/Relationship • Initiative • Total Protective Factors <p>DECA Toddler Assessment: 18 to 36 months</p> <ul style="list-style-type: none"> • Attachment/Relationship • Initiative • Total Protective Factors • Self-Regulation 	<p>DECA P2: 3 to 5 year old</p> <ul style="list-style-type: none"> • Attachment/Relationship • Initiative • Total Protective Factors • Self-Regulation • Behavioral Concerns 	

Discuss results with the family and develop a plan for the child that includes classroom and home strategies to continue to support the child. **Planning is for the whole child, both areas of need as well as areas of strength.**

Scoring the DECA

Follow the scoring directions as outlined in the DECA portal and provided in training. Scoring results in a report that is to be shared with parent/caregiver to determine next steps, if any and aid in individualized planning.

Conversations with the parent/caregiver about screening results are required to occur within 2 weeks of the completed screening.

The DECA report (including any re-screens) is recorded and ChildPlus per [procedure](#).

DECA Follow Up

Depending on the child's score, the follow up guidance varies.

Regardless of results, the DECA must be discussed with the family and is used to develop a plan for the

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child that includes classroom and home strategies to continue to support the child's development.
Planning is for the whole child, both in areas of need as well as areas of strength.