Overview

- Importance of developmental screening and assessment for young children and caregivers in Safe Babies Court Teams;

- “Red Flags” in infants and toddlers – and in their caregivers—indicating a need for developmental screening and assessment;

- Developmental screening and assessment processes, resources in different communities, and strategies for collaboration with local agencies.
Early Experiences Matter

We are all a product of our earliest experiences.

Early Developmental Screening

• Point-In-time Process

• Determines if developmental skills are progressing as expected

• Signals a cause for concern if further evaluation is needed.
Early Developmental Assessment

A process designed to deepen understanding of a child’s competencies and resources

(Greenspan & Meisels, 1996, p.11)

Early Developmental Assessment

Ongoing process that is both:

• Formal
• Informal

Photo courtesy Microsoft © Photo courtesy EHSNRC
Foundation for Healthy Development Begins…

During Pregnancy with:

• Healthy Parents/Families
• Good Prenatal Care

A Newborn’s Very First Screening

The APGAR Score

• Activity (muscle tone)
• Pulse (heart rate)
• Grimace (reflex response)
• Appearance (color)
• Respiration (breathing)
Well-Child Visits

- Complete Physical
- Happens every few months for the first three years
- ASQ-3/ASQ-SE-2 administered

Safe Babies Court Teams Families
Victims of Maltreatment

- Age 15-17: 9.5%
- Age 12-14: 12.6%
- Age 9-11: 13.3%
- Age 6-8: 17%
- Age 3-5: 19.7%
- Under Age 3: 27.3%

U.S. Department of Health & Human Services, Child Maltreatment 2013

Safe Babies Court Teams Families

- No medical home; little, if any prenatal care
- Sporadic well-child visits
- No ASQ-SE-2
Safe Babies Court Teams Babies

Have experienced trauma:

- Exposure to drugs/alcohol
- Exposure to domestic violence
- Exposure to physical and sexual abuse
- Neglect

Caregiver Risk Factors

- Poverty
- Mental illness
- Maternal depression
- Alcohol and Substance abuse
- History of domestic violence
- Chaotic families
- Parental history of poor attachments
RED FLAGS for Infants

• Sad or bland affect (emotions)
• Lack of eye contact
• Non-organic failure to thrive
• Lack of responsiveness
• Prefers “stranger” to familiar caregiver
• Rejects being held or touched

RED FLAGS for Toddlers

• Dysregulated, aggressive behaviors
• Problems with and deficits in attention
• Lack of attachment; indiscriminate attachment
• Sleep problems or disorders
• All beyond what is “usual” behavior for children of this age
Safe Babies Court Teams Families and Babies

• Developmental Screening and Assessment needs to happen asap

• Parents and babies connected to services asap

Under Federal Law

• Substantiated cases of maltreatment are eligible for developmental delay screening under Part C of IDEA.

Screening handled by:

• Public Schools
• Health Department
• Early Intervention Program
Children in Foster Care

- Entitled to Medicaid coverage under the Early and Periodic Screening, Diagnosis and Treatment Program (EPSDT).

- Medical Care and rehabilitative services provided to babies under (EPSDT).

Infant and Toddler Screening Tools Completed by Families/Other Caregivers

<table>
<thead>
<tr>
<th>Tool</th>
<th>Child’s Age-Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages and Stages Questionnaires, Third Ed. (ASQ-3)</td>
<td>1 mon. to 5-1/2 yrs.</td>
</tr>
<tr>
<td>Devereaux Early Childhood Assessment Program (DECA)</td>
<td>2-5 years</td>
</tr>
</tbody>
</table>
### Infant and Toddler Screening Tools
Completed by Trained Clinicians

<table>
<thead>
<tr>
<th>Tool</th>
<th>Child’s Age-Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Battelle Developmental Inventory-2 (BDI-2)</td>
<td>12 mon. to 96 mon.</td>
</tr>
<tr>
<td>• Battelle Developmental Inventory-2 Normative Update (BDI-2-NU)</td>
<td>Coming Soon</td>
</tr>
<tr>
<td>• Brigance Early Childhood Screens III</td>
<td>0 to 35 mon.</td>
</tr>
<tr>
<td>• Denver Developmental Screening Test (DDST)</td>
<td>1 mon. to 6 yrs.</td>
</tr>
</tbody>
</table>

### Screening and Assessment Tools for Caregivers of Traumatized Infants and Toddlers

<table>
<thead>
<tr>
<th>Tool</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Life Stressor Checklist (Revised)</td>
<td>• PTSD Symptom Scale Interview (PSS-I)</td>
</tr>
<tr>
<td>• Edinburgh Postnatal Depression Scale</td>
<td>• Parenting Stress Index short version 4</td>
</tr>
<tr>
<td>• Beck Depression Inventory or CES-D</td>
<td></td>
</tr>
</tbody>
</table>
Importance of Observation in Developmental Screening and Assessment

WHAT TO LOOK FOR IN RELATIONSHIPS

(Osofsky, Hansel, Kronenberg, & Graham, 2016)
Developmental Screening and Assessment Processes

Local Developmental Screening and Assessment Barriers

• Dependent on eligibility requirements and funding
• Communication between local providers and assessment centers
• No central database for completed screenings and assessments
Strategies for Partnering with Local Agencies

• Understand the local developmental assessment parameters and procedures

• Know the agencies responsible for developmental screening and assessment

• Work with agencies to ensure timely screening, assessment and initiation of services

World Café

1. Move together in your small groups to answer questions at each table

2. Take 5 minutes to complete the task described on index card

3. Move clockwise to next table when time is called

4. When you return to your original table, review everyone’s contribution

5. Identify key ideas/thoughts to report out
Developmental Screening and Assessment Resources

• Developmental Screening and Assessment Instruments (NECTAC, 2008)

• Developmental and Behavioral Screening Guide for Early Care and Education Providers (WestEd Center for Prevention & Early Intervention, 2015)

Final Thoughts

• Questions

• Wrap-up

Photo courtesy Microsoft®