

Assessment for Decision Making: **Screening**

WHAT'S IN THIS PD2GO PACK?

Developmental screening helps teachers/providers identify when to refer children to a specialist for a diagnostic evaluation. Learn about why universal screening is critical for promoting positive outcomes for children. This pack defines developmental screening and helps participants think through the screening process.

Your Participants Will...

increase their capacity to use universal developmental screening appropriately.



SUPPORTING MATERIALS

Facilitator's Guide Everything you need to facilitate this PD2GO presentation on *Screening*, including an interactive presentation page along with step-by-step presenter's notes.

Coaching Corner One page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

HOW TO USE THIS FACILITATOR'S GUIDE

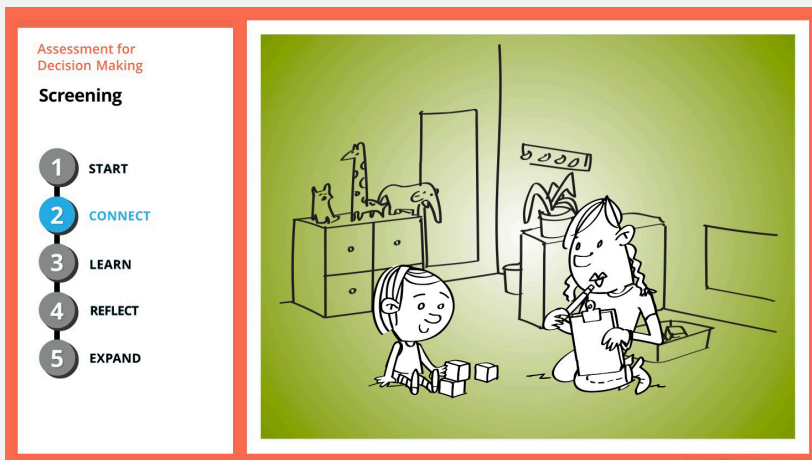
This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

■ Steps

Click on each number icon to begin the section of the presentation — use the presenter's notes in this guide to facilitate each step of the presentation.



DOWNLOADABLE MATERIALS

■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.

MATERIALS

In this pack, you will find:

[Download all \(3.2 MB\)](#)

[Facilitator's Guide \(3.4 MB\)](#)
Everything you need to facilitate this PD2GO presentation on Screening, including an interactive presentation page along with step-by-step presenter's notes.

[Coaching Corner \(120 KB\)](#)
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.

[Handout: Screening Process \(120 KB\)](#)

In this bundle, you will find:

[Download all \(260 KB\)](#)

Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:

[Digging Deeper \(120 KB\)](#)

[Family Connections \(170 KB\)](#)

[Resource Links \(130 KB\)](#)

EXPANDING ON THIS PD2GO PACK

This presentation on *Screening* can be used individually or in conjunction with related packs in the bundle, including *Everyday Evidence*, *Making Decisions*, and *Assessment Types*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

STEP 1: START



PRESENTATION SEQUENCE

FACILITATOR'S NOTES

Step 1




Let's look at a screening example from everyday life.





[2 min]  Step 1 - Start

Facilitator: *Let's look at a screening example from everyday life. When a person joins a gym or starts a new exercise program, they may be asked a series of questions like these to see if there are any health concerns.*



Do you have a history of heart problems?





Facilitator: ■ *Do you have a history of heart problems?*



Have you ever had high blood pressure?





Facilitator: ■ *Have you ever had high blood pressure?*



Do you experience any pain during physical activity?






Facilitator: ■ *Do you experience any pain during physical activity?*




STEP 1: *Continued*
START

PRESENTATION SEQUENCE

FACILITATOR'S NOTES




Do you have a chronic bone or joint condition?




Facilitator:

- Do you have a chronic bone or joint condition?





Do you have trouble balancing while standing or walking?




Facilitator:

- Do you have trouble balancing while standing or walking?

Do you have any other health concern that might interfere with a new exercise program?




Facilitator:

- Do you have any other health concern that might interfere with a new exercise program?


If the person answers “no” to all of these questions, they will probably be clear to begin their new exercise program. But if they answered “yes” to any of the questions, they’ll be asked to consult with their health care provider prior to exercising. Screeners do not diagnose health problems—they identify the need for further evaluation by a qualified specialist.



The results of this screening let people know if they need further medical evaluation prior to exercising.



The results of this screening let people know if they need further medical evaluation prior to exercising.



Go to step 2: CONNECT

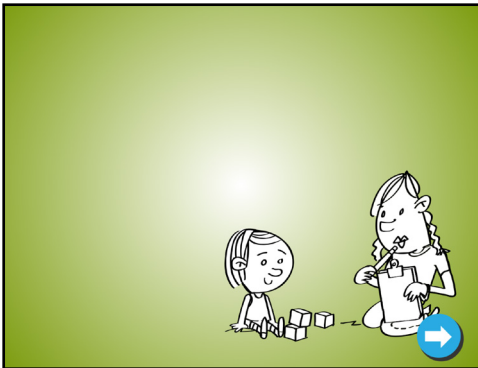
STEP 2: CONNECT

PRESENTATION SEQUENCE

Step 2


Developmental screening helps us identify any areas that might require further evaluation.



FACILITATOR'S NOTES

[2 min]



Step 2 - Connect

Facilitator: *Just like the pre-exercise screening, developmental screening helps us identify any areas of concern in children's development that might require further evaluation by a qualified specialist. Just like a pre-exercise screening, developmental screening does not make diagnoses.*



Facilitator: *Meet 18-month-old Leah. She recently transitioned to a toddler classroom. Rosa is Leah's teacher. As with all families of children in her care, Rosa collaborates with Leah's family to conduct a routine developmental screening. The screening indicates Leah's physical development is an area of concern.*

This result is consistent with Rosa's ongoing child assessment, as she has observed that Leah isn't walking yet. Sometimes screening results are consistent with observation, but screening often picks up on early warning signs that may be difficult to observe in group settings. Occasionally, screening may indicate that the child's development is progressing as expected, even if ongoing child assessment raises a possible concern.

In Effective Assessment pack 3, we learned about the types of assessment. Ongoing child assessment includes observations of children's development used to inform instruction. Developmental screening provides a more precise assessment of a child's development at a specific point in time.




STEP 2: *Continued* CONNECT

PRESENTATION SEQUENCE

FACILITATOR'S NOTES

• Ongoing child assessment and developmental screening are two different types of assessments.



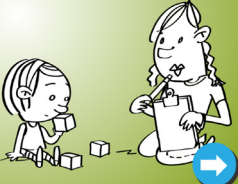
Facilitator:

- *Ongoing child assessment and developmental screening are two different types of assessments.*



• Ongoing child assessment and developmental screening are two different types of assessments.

• They serve two different purposes.



Facilitator:


- *They serve two different purposes.*



• Ongoing child assessment and developmental screening are two different types of assessments.

• They serve two different purposes.

• Both are critical for all young children.



Facilitator:

- *Both are critical for all young children.*



Facilitator:

Developmental screening allows us to identify possible concerns about a child's development.



Developmental screening allows us to identify possible concerns about a child's development.



[Go to step 3: LEARN](#)


STEP 3:
LEARN

PRESENTATION SEQUENCE





Step 3



Universal screening refers to the practice of screening all children.

Tailor eyeballs the customer rather than use his measuring tools.

FACILITATOR'S NOTES

[2 min]



Step 3 - Learn

Facilitator: We **screen ALL children.**

- Universal screening refers to the practice of screening all children.
- Universal screening is important because the early detection of delays or disabilities improves children's outcomes and can help prevent further progression of delays.
- Developmental screening needs to be done early, regularly, and well for every child because early detection can have such a positive impact.



We use **standardized developmental screening tools.** Many delays or disorders can't be detected by just eyeballing young children.




Facilitator: If you needed a suit altered, you wouldn't want the tailor to just eyeball your measurements.



Facilitator: You'd want the tailor to use the right tools like a measuring tape, pins, and chalk. To make accurate screening decisions, we need precise standardized developmental screening tools.

- Standardized screening tools compare individual children's developmental progress with expected developmental milestones.

STEP 3: *Continued*
LEARN

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<p>Facilitator:</p> <ul style="list-style-type: none"> ■ <i>Research shows even pediatricians miss potential delays or disabilities when they don't use a standardized screening tool.</i> ■ <i>Even though the tailor may have altered hundreds of suits, he still needs to use measuring tools to do the job well. Likewise, no matter how many children we teach or care for, all of them need regular screening with a standardized screening tool.</i> ■ <i>Two commonly used standardized screening tools are the <u>Ages & Stages Questionnaires™ (ASQ™)</u> and the <u>Developmental Indicators for the Assessment of Learning™ (DIAL™)</u>. Both of these tools screen children across all domains of development. Your center or family child care home may use one of these instruments or a different standardized screening tool.</i> <p>We collaborate with families.</p> <ul style="list-style-type: none"> ■ <i>Families may share with you valuable information about their children that can be used to conduct developmental screening. Families can even complete some standardized screening tools, such as the ASQ.</i> ■ <i>Communicate with families about the results of developmental screening.</i> ■ <i>Refer families for further diagnostic evaluation and connect families with resources in the community when necessary.</i> <p style="text-align: center;"></p>

STEP 3: LEARN *Continued*

PRESENTATION SEQUENCE



Key principles of developmental screening:

- Screen all children.
- Use standardized screening tools.
- Collaborate with families.



Go to step 4: REFLECT

FACILITATOR'S NOTES

Facilitator: *Key principles of developmental screening:*

- *Screen all children.*
- *Use standardized screening tools.*
- *Collaborate with families.*

STEP 4: REFLECT

PRESENTATION SEQUENCE

Step 4



Let's think more deeply about the screening process.



→

Planning for Screening

- Select a standardized screening tool
- Read the administration guide
- Attend professional development workshops on the screening tool
- Practice using the screening tool
- Identify when to screen children

→

FACILITATOR'S NOTES

[5 min]

CLICK → **Step 4 - Reflect**

Facilitator: *Let's think more deeply about the screening process in our own programs.*

The screening process may not look exactly the same in every program or every situation, but the basic steps are similar.

CLICK →

Planning for screening includes the following:

- *Select a standardized screening tool*
- *Read the administration guide*
- *Attend professional development workshops on the screening tool*
- *Practice using the screening tool*
- *Identify when to screen children*

CLICK →

STEP 4: *Continued*
REFLECT

PRESENTATION SEQUENCE

Planning for Screening	Conducting Screening
Select a standardized screening tool	Invite the family to participate in the screening
Read the administration guide	Conduct the developmental screening with family input
Attend professional development workshops on the screening tool	Discuss the screening results with the family
Practice using the screening tool	If needed, refer the family for diagnostic evaluation
Identify when to screen children	If needed, connect the family with resources

FACILITATOR'S NOTES

Facilitator: *Once a program is ready to conduct a screening, here are some of the relevant steps:*

- *Invite the family to participate in the screening*
- *Conduct the developmental screening with family input*
- *Discuss the screening results with the family*
- *If needed, refer the family for diagnostic evaluation*
- *If needed, connect the family with resources*

Reference handout.

📄 **"Screening Process"**



Facilitator: *Your programs may be at different stages of planning and conducting universal screening. Reflect on the screening practices in your program. On your Screening Process handout, circle the green, yellow, or red light to indicate the status of your program's screening practices on each item.*

RED: We need to come up with a plan.




YELLOW: We have a plan, but there's room for improvement to make screening practices better and smoother.

GREEN: We already have an effective plan in place.





Give participants time to silently do this reflection activity.

Planning for Screening	Conducting Screening
Select a standardized screening tool	Invite the family to participate in the screening
Read the administration guide	Conduct the developmental screening with family input
Attend professional development workshops on the screening tool	Discuss the screening results with the family
Practice using the screening tool	If needed, refer the family for diagnostic evaluation
Identify when to screen children	If needed, connect the family with resources

STEP 4:
REFLECT *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="97 823 574 1184" style="border: 1px solid red; padding: 10px; text-align: center;">  <p>Through universal screening and follow-up steps, children will have better access to care and services needed to develop and learn.</p>  <p style="font-size: small; color: blue; background-color: #4a7ebb; color: white; padding: 2px 5px; display: inline-block;">Go to step 5: EXPAND</p> </div>	<p>Facilitator: <i>Pair up with the person sitting next to you. Brainstorm ideas for what you can do to strengthen your screening practices with a status of yellow or red. If you've selected the green status for all of the screening practices, reflect on what makes your program's plan effective.</i></p> <p>Give participants time to discuss with their partners. Invite volunteers to share some of their brainstormed ideas.</p> <div data-bbox="651 800 776 848" style="border: 1px solid gray; border-radius: 10px; padding: 2px 5px; display: inline-block; margin-bottom: 10px;">CLICK </div> <p>(Alternate Activity: If you have a group of participants from multiple programs, you might facilitate a large-group discussion tapping into the expertise of participants in the room. You can invite participants to share a yellow or red screening practice and then ask for participants with green on that screening practice to share what works in their programs.)</p> <p>Facilitator: <i>Through universal screening and follow-up steps, children will have better access to care and services needed to develop and learn.</i></p>

STEP 5:
EXPAND

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="97 1579 574 1915" style="border: 1px solid green; padding: 10px; text-align: center;"> <p style="font-size: small; color: green;">Step 5</p>  <p>Let's identify one part of the screening process where we can take action to strengthen our practice.</p>  </div>	<p>[4 min] <div data-bbox="792 1579 917 1627" style="border: 1px solid gray; border-radius: 10px; padding: 2px 5px; display: inline-block; margin-right: 10px;">CLICK </div> Step 5 - Expand</p> <p>Facilitator: <i>Let's identify one part of the screening process where we can take action to strengthen our practice.</i></p> <div data-bbox="651 1915 776 1963" style="border: 1px solid gray; border-radius: 10px; padding: 2px 5px; display: inline-block; margin-top: 10px;">CLICK </div>

STEP 5:
EXPAND *Continued*

PRESENTATION SEQUENCE



FACILITATOR'S NOTES

Facilitator: *Using your brainstormed ideas from the previous activity:*

- *What is one action step you can take this week to strengthen your program's screening practices?*
- *What support or help do you need to improve this screening practice?*

Give participants time to think about the questions and complete their handouts. Invite volunteers to share how they can strengthen screening practices and what supports they need to improve.

Facilitator: *Each of you has discussed how you might strengthen screening practices and the supports you need to improve the screening process at your programs. Share this activity with your director, administrators, or colleagues who can help provide support in this process.*



Facilitator: *Even though parts of the screening process may be challenging, universal screening can be the first step to early intervention, which has powerful and long-lasting impacts. Screen all children. Always include families. Refer when appropriate.*

THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:

- California Department of Education. (2014). *The California early childhood educator competencies: Observation, screening, assessment, and documentation* [Online video]. Retrieved from California Department of Education website: <http://www.cde.ca.gov/sp/cd/re/ececomps.asp>
- Hix-Small, H., Marks, K., Squires, J., and Nickel, R. (2007). *Impact of implementing developmental screening at 12 and 24 months in a pediatric practice*. *Pediatrics*, 120(2), 381-389
- National Training Institute for Child Care Health Consultants. (2010). *Infant/toddler development, screening, and assessment*. Retrieved from Zero to Three website: <http://www.zerotothree.org/public-policy/state-community-policy/nitcci/multidisciplinary-consultant-module-2.pdf>
- Snow, C. E., Van Hemel, S. B., Committee on Developmental Outcomes and Assessments for Young Children, and National Research Council. (2008). *Early childhood assessment: Why, what, and how*. Washington, DC: National Academies Press.