Building Comprehensive Developmental Screening Systems

Partnering with Early Childhood Educators to Promote Developmental Monitoring and Referral

2015 AMCHP Annual Conference
Workshop H4 | 4:15-5:15 PM

Presenters

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- Deana Buck, MEd
  Program Group Leader, Education and Early Intervention, Partnership for People with Disabilities
- Gail Chodron, MA
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Moderator: Kate Taft, MPH, Sr. Program Manager, AMCHP

Need

• 1 in 6 has a developmental disability of any type.¹
• 1 in 68 children has Autism Spectrum Disorder (ASD).²
• Children with developmental problems at increased risk for poor outcomes in many areas important to health, well-being, and success in life.²
• Majority of children with developmental delays enter kindergarten without concerns having been identified or addressed through early intervention.²
• ASD may be under-identified as early as 18 months.³
• The mean age of ASD diagnosis is 53 months of age.⁴
Learn the Signs. Act Early.

- **Program Mission**: To improve early identification of children with autism and other developmental disabilities so children and families can get the services and support they need.

- **Program Components**:
  - Health education campaign
  - Act Early Initiative (early childhood systems)
  - Research and evaluation

RESOURCES - Environmental Scan

- Findings from summer 2014 scan of state program developmental and ASD/DD screening activities
- 185 source documents
- Provides broad picture and insight into current activity
- Report includes: overview of findings, thematic analysis, and state highlights

Available at:
www.amchp.org/programsandtopics/CYSHCN/projects/SPHARC

Strategies to Engage/Partner with Early Childhood Educators

- Promote Resources and Increase Awareness
- Quality Improvement
- Systems Coordination
- Intensive TA/Implementation projects
- Early signs of ASD/DD
- Monitoring early childhood development
- How to use/implement screening & developmental monitoring tools
- Resources for families & the referral/evaluation process
- How to talk with families

POPULAR TOPICS
Indiana

- About 6.6 million people
- About 30% live in rural communities and 70% in urban communities
- Indianapolis is second largest city in Midwest
- About 515,000 children ages 0 – 5
- Many of their parents work!

Indiana

- 346,000 children 0-5 have parents in the workforce
  - 142,000 children in formal child care
  - 204,000 children (or 39.6% of the 0-5 population) are in informal family, friend, neighbor or other unspecified care while their parents work
- 37 Head Start and 25 Early Head Start programs serving about 18.5K children from birth to 5

Indiana

- IACCRR – Indiana Child Care Resource and Referral
- Training Central – provides online training and a central database of all training completed per individual
- Will link the Watch Me Thrive online training to training system
• Paths to Quality
• Voluntary quality rating and improvement system for child care in Indiana.
• Offered for:
  – Licensed Child Care Centers
  – Licensed Child Care Homes
  – Unlicensed Registered Ministries
• Four levels

To move toward a comprehensive system for developmental screening and early identification, approach is broad and inviting
• Provided a half day training session to statewide IACCRR and Head Start providers to introduce LTSAE materials using the CASE training videos and the LTSAE materials
• More to come as we watch how others do it first

We try to work magic in Indiana and would love to share ideas
• sviehweg@iu.edu
• “Unless someone like you cares an awful lot, nothing is going to get better, it’s not.”
  - Dr. Seuss
Virginia

- More than 11 million children under age 5 in the United States are in some type of child care arrangement every week (Child Care in America, Fact Sheets, 2014).
- Number of children (under 6) in Virginia who potentially need care: 393,888 (Child Care in America, Fact Sheets, 2014). Nationally: 15,082,911.
- Approximately 2.2 million individuals earn a living caring for children under age 5 (CCA, Fact Sheets, 2014)

Virginia

- Infant & Toddler Specialist Network
- Smart Beginnings Coalitions
- Early Intervention
- Home Visiting Consortium
- Head Start/Early Head Start

ID E A S

Build/strengthen relationships with partners
Work in their world
Plan next steps and honor planned work
Virginia

- **Infant & Toddler Specialist Network**
  - Provide on-site TA and training for infant & toddler caregivers
  - 15 specialists, 8 regions
  - Audio Conference for providers
  - Trained on use of materials/resources

Virginia

- **Infant & Toddler Specialist Network**
  - *Future ideas* for collaboration
    - Share materials at upcoming provider trainings, especially the new "Watch Me – Celebrating Milestones and Sharing Concerns"
    - Orient new ITS to resources

Virginia

- **Home Visiting Consortium**
  - Annual conference display and resource sharing

- **ASD Implementation Grant**
  - Present at conferences for child care providers

- **Early Intervention**
  - Disseminate info at state conference, webinar, and email blasts
Virginia

- FREE 1-hour MODULE for Early Care Professionals!

• Celebrate Milestones
• Promote Universal Screening
• Identify Possible Delays Early
• Enhance Developmental Supports

Virginia

Wisconsin

Welcome to Wisconsin Early Childhood Collaborating Partners (WECCP)

Author's name: (if applicable)
Wisconsin

- Developed common messaging and terminology
- Customized state materials, shared funding to print
- Providing direct training and technical assistance

Wisconsin

- How members of the childcare system are responding to Learn the Signs. Act Early. (LTSAE)
  - Childcare professionals express the most concern about how to share concerns with parents
  - Head Start/Early Head Start professionals see materials as an easy and obvious fit with what they do
  - Materials are viewed as family-friendly and easy to use
  - Training and technical assistance professionals want to know whether, and how, it integrates with the existing state models and standards
Wisconsin

Integration with EC models and standards
- Wisconsin Model Early Learning Standards
  - LTSAE used as tool for talking to parents
- Pyramid Model for Social Emotional Competence
  - Exploring how to integrate
- Head Start Performance Standards
  - Aligns to “engaging families” and “developmentally appropriate practice”?

Study to Evaluate use of LTSAE in Childcare Settings
- Stakeholder interviews and focus groups
- Pre-post measures across 3 demonstrations:
  1. Online “Watch Me!” training
  2. “Watch Me!” training with technical assistance for LTSAE integration in daily childcare operations
  3. Train-the-trainer model for “Watch Me!” training with technical assistance for LTSAE integration in Head Start/Early Head Start programs
- Document and disseminate model for using LTSAE to support developmental monitoring in childcare settings

Childcare Practice Embedded in Childcare Systems

ALIGNMENT with Infrastructure

<table>
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<tr>
<th>Across levels of:</th>
<th>Licensing</th>
<th>Registry of professional qualifications</th>
<th>Childcare quality rating and improvement system</th>
<th>Models, Competencies, and Standards</th>
<th>Training &amp; technical assistance systems</th>
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LINKAGE to Training and TA Systems

- Including:
  - ECE degree programs
  - Technical college system
  - Non-credit training
  - Coaching and technical assistance

INTEGRATION in Childcare Operations

- Accounting for:
  - Type of childcare
  - Population served
  - Quality rating
  - Readiness
  - Policies

CHANGE Practice

- Monitor development
- Celebrate milestones
- Share concerns
- Act Early
Thank you!

- **Learn the Signs. Act Early.** [www.cdc.gov/ncbddd/actearly](http://www.cdc.gov/ncbddd/actearly)
- **AMCHP Environmental Scan**
  [www.amchp.org/programsandtopics/CYSHCN/projects/XPHARC](http://www.amchp.org/programsandtopics/CYSHCN/projects/XPHARC)
- **Questions?**
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References