



Getting the Big Picture with the Great Start Readiness Program

2009 GSRP Update

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Office of Early Childhood Education and Family Services

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Welcome!

- Who's here today?
- With a neighbor:
 - Introduce yourself.
 - Discuss: talk about a time when you had to share sensitive information with a parent.
 - What made it a positive experience....or
 - What could have happened differently to make it a positive experience?

Goals for the Day:

- To review the new legislative requirement that all GSRP-enrolled children participate in developmental screening; and
- to provide the opportunity to explore the perspective of the parent in developmental screening.

New Legislation in FY09



New Legislation in FY09

Section 32d(2)

...the comprehensive program shall include nutritional services, health and developmental screening as described in the Early Childhood Standards of Quality for Prekindergarten, a plan for parent involvement.....

Terminology

- **Screening**

The use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify developmental and/or health risks.

- **GSRP Assessment**

A process in which the teacher systematically observes and records information about the child's level of development and/or knowledge, skills, and attitudes in order to make a determination about what has been learned, improve teaching, and support children's progress.

Council of Chief of State School Officers, Early Childhood Education Assessment (ECEA) Consortium www.ccsso.org

The GSRP Screening and Assessment Process

GSRP-
ENROLLED
CHILDREN

Comprehensive Screening

- Health Status
- Developmental
- Behavioral
- Vision and Hearing

Ongoing Assessment

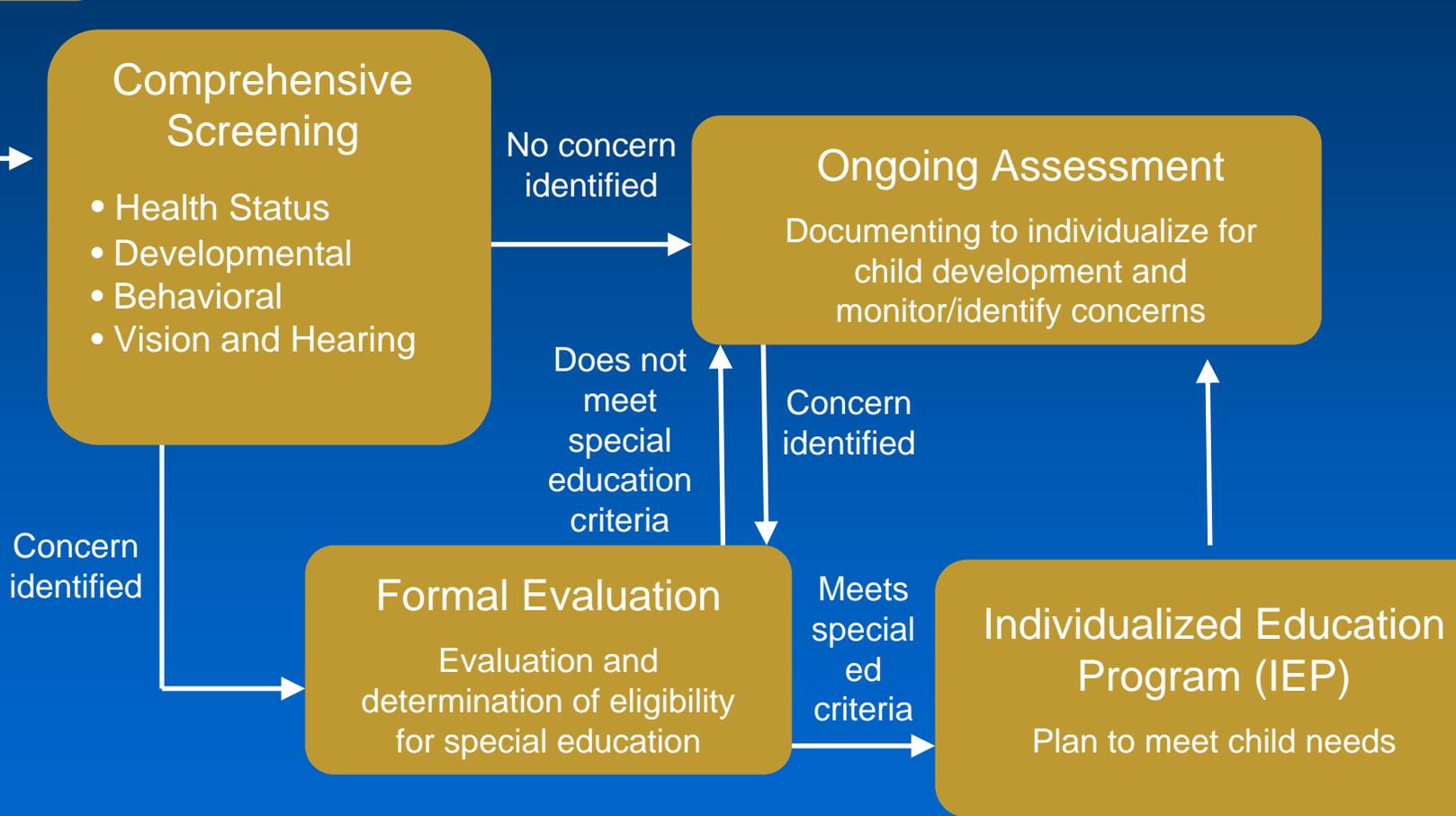
Documenting to individualize for child development and monitor/identify concerns

Formal Evaluation

Evaluation and determination of eligibility for special education

Individualized Education Program (IEP)

Plan to meet child needs



Adapted from *Head Start Bulletin # 70*, 2001.

Developmental screening can be a platform for integrating community programs and services, resulting in improved child learning and child welfare.

Commonly Used Developmental Screening Tools

- Ages and Stages
- Battelle
- Brigance
- Denver II
- DIAL-3 (Developmental Indicators for the Assessment of Learning, 3rd Revision)
- ESI-R (Early Screening Inventory- Revised)

Who Should Be Trained?

- Anyone involved in administering developmental screening.
- Anyone involved in interpreting results.



Parents

- Want and expect support on child development.
AND
- Screening can encourage parent involvement, child development, and health care.
- *BUT*
 - Parents/guardians may be fearful of the findings and blame themselves if there is a concern.
 - They may be reluctant to share behavioral and mental health concerns.
 - Parents/guardians might have limited resources to address concerns on their own.
 - Parents/guardians might have limited opportunities to state their concerns during a well-child visit.

To Keep or Not to Keep?!?

Activity Instructions –

- Read the vignette.
- Discuss what screening practices should be continued and which practices should be modified. *Why?*
- Use chart paper to document discussion.

To Keep or Not Keep?

- Let's hear from your group!
 - The most important idea explored
 - What should be continued?
 - What should be modified?



Building Trust

1. Screening can be a foundational opportunity to build a respectful and reciprocal relationship with the parents.
2. On the first day you meet the parents/guardians, begin to discuss child development and assessment.
 - a. Let the parents know screening will be a quick survey of the child's abilities in large and small muscle coordination, perception, language, cognitive development, emotional and behavior.
 - b. Let parents know their input is also needed to help staff more fully understand the child.
 - c. Assure parents information about the child's screening performance will be shared as soon as possible.

3. Having a confidentiality statement in your parent handbook that refers to the developmental screening process and handling of the results may make it less worrisome for the parent guardian and easier to obtain consent.
4. Including information about developmental screening and referral procedures for a suspected developmental delay or disorder in your program's parent handbook will confirm that all children are being treated equally and that no child is being singled out.
5. Listen for “doorknob concerns” ...
“Oh, by the way...”



Sharing Screening Results with Parents

- General guidelines for all parent/staff conferences about developmental screening;
 - guidelines when a child screens in the expected range and for whom there are no concerns.
- Guidelines when a child screens in the expected range and for whom you have concerns.
- Guidelines when a child who screens below the expected range.

Sharing Screening Results with Parents – General Guidelines

1. Privately speak with each parent at the end of the screening process. Make sure the atmosphere is calm, quiet, and allows for confidentiality.
2. Since most children will be “ok”, most conferences will be very brief, reassuring parents their child is developing well.
3. Be prepared – know all of the scores from the screening and the parents’ input. Be professional. Have the screening protocol or other relevant material available.
4. Explain the purpose of the meeting.
5. Think developmentally; talk about the child now and what the next steps can be.

6. Explain the scores, making sure to refer to and acknowledge information supplied by the parent.
 - a) Ask leading questions: “How does James react in this situation at home?”
 - b) Use “I” statements: “I would like some additional information..”
 - c) Use reflective listening: “You’re feeling unsure.” Or “You sound relieved.”
7. Be sensitive yet objective – it does not help to withhold information.
8. Address parent concerns and questions.

9. Regardless of the screening results, discuss activities that can be done with the child to support continued growth and development, and encourage them to try some of the activities.
10. Know what to do next; local referral protocol.
11. The screening tool may provide a Report to Parents that may be sent home with parents or caregivers after the screening conference has been held.
12. Thank them for their time and effort to work with you concerning their child's development.

Sharing Screening Results when there is a concern but data reports no potential delay:

1. See General Guidelines: and
2. explain the findings but specifically express your concerns.
3. Avoid the “*Don’t worry, he’ll grow out of it*” trap. Assess risk factors and use discretion when deciding if it is appropriate to discuss community resources or other services that are available.
4. Address parental concerns.
5. IF UNSURE, REFER.

Sharing Screening Results when Data Reports a Potential Delay:

1. See General Guidelines; and
2. remember that it can be devastating for a parent to discover there is a concern about their child's development.
3. Conversation with the parent is essential.
4. Reassure parents that if a delay is suspected, a referral for follow-up evaluation is the first step in helping their child.

5. Let parents know that you can help with a referral for further observation or evaluation. Results from this will help to answer questions about their child's development.
6. Follow-up appointments may be scheduled before the parent/child leave the premises.
7. Participation is voluntary. If parents/guardians refuse services at one point, remember that this does not mean that they are refusing forever...and follow up!

8. If parents seem to need time to process what they just heard, offer to call in a couple of days with the information.
9. Share details (as you can) about the follow-up evaluation:
 - a) What follow-up evaluation is and for what purpose.
 - b) Where and when evaluation will take place.
 - c) The parent's role in follow-up evaluation.

10. Any information regarding the developmental screening forwarded to a public or private agency or shared with a physician requires written consent by the parent/guardian.
11. If the family refuses to seek additional services, documentation of this should appear in the child's file. Write a statement that includes:
 - a) the date and time of the conference,
 - b) the information discussed with the parent, and
 - c) report that parent(s) were not interested in seeking additional services at this time.
 - d) Sign and date the document.

Forwarding Screening Results to Physicians and Other Agencies

- This is the parent's/guardian's decision.
- If the family would like you to forward the results, first obtain written permission and release of information.

“Compensating for missed opportunities, such as the failure to detect early difficulties... often requires extensive intervention, if not heroic efforts, later in life.”

Neurons to Neighborhoods:

The Science of Early Childhood Development

*Jack P. Shonkoff and Deborah Phillips, Eds. y Board on Children,
Committee on Integrating the Science of Early Childhood
Development, National Research Council, (2000)*