

“The assessment of an infant’s or young child’s core emotional and social capacities provides families and (teachers) with a rich, nuanced profile of how a very young child experiences his or her physical and human environment, the ways in which the child uses his or her own resources and the support of caregivers to engage with the world, and the challenges that confront the child.” (Greenspan, 1996)



Leadership Institute on Supporting Social/Emotional Development

Social Emotional Development in Early Childhood Programs:
Identification of children with social-emotional needs

November 2018



Overall Goal

Children who are experiencing challenges in their social and emotional development across settings are accurately identified through the Early Intervention evaluation process.

Objectives:

- Understand background for greater attention on evaluation of the social-emotional development of children
- Define social-emotional competencies and constructs
- Reflect on current practices related to identification of children with social-emotional delays
- Review and consider tools to support evaluation of social-emotional domain
- Prepare for and contribute to future plans to address programmatic needs

Feedback: Evaluation of Social-Emotional Development

2016



Background: Evaluation of social-emotional development

- 34 CFR § 300.304 Evaluation procedures
- 34 CFR § 300.305 Additional requirements
- PA Code §4226.22
- ANNOUNCEMENT: EI 13-#08
- Guidance on Eligibility Practices
- ANNOUNCEMENT: EI-12 #01
- ANNOUNCEMENT: EI-10 # 08

§ 300.304b Evaluation procedures

(1) Use a **variety** of assessment *tools and strategies* to gather *relevant functional, developmental, and academic* information about the child, including information provided by the **parent**....

(2) **Not use any single** *measure or assessment as the sole criterion* for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

(3) *Use technically sound instruments* that may assess the relative *contribution of cognitive and behavioral factors*, in addition to physical or developmental factors.

§ 300.304c

(1) Assessments and other evaluation materials used to assess a child under this part –

- (i) Are selected and administered so as not to be discriminatory...
- (ii) Are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information...
- (iii) Are ***used for the purposes*** for which the assessments or measures are ***valid and reliable***;
- (iv) Are administered by ***trained and knowledgeable personnel***; and
- (v) ... *in accordance with any instructions* provided by the producer of the assessments.

§ 300.304c

- (2) Assessments and other evaluation **materials** *include those tailored to assess specific areas* of educational need ...
- (4) The child is *assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, **social and emotional** status...*
- (6) In evaluating each child with a disability ... the *evaluation is sufficiently **comprehensive** to identify all* of the child's special education and related service *needs* whether or not commonly linked to the disability category in which the child has been classified.
- (7) *Assessment tools and strategies **that provide relevant information** that directly assists persons in determining the educational needs of the child are **provided**.*

§ 300.305a Additional requirements for evaluations and reevaluations

.... As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, must –

- (1) ***Review existing evaluation data*** on the child, including -
 - (i) ***Evaluations and information provided by the parents*** of the child;
 - (ii) Current ***classroom-based assessments***, and classroom-based ***observations***; and
 - (iii) **Observations** by teachers and related services providers

§ 14.153 Evaluation

(2) Evaluations shall be ***sufficient in scope and depth*** to ***investigate information*** relevant to the young child's suspected disability, including physical development, cognitive and sensory development, learning problems, learning strengths and educational need, communication development, **social and emotional development**, self-help skills and health considerations, as well as an ***assessment of the family's perceived strengths and needs*** which will enhance the child's development.

PA Code §4226.22

Eligibility for Early Intervention services.

(a) The county MH/MR program shall ensure that early intervention services are provided to all children who meet one or more of the following eligibility criteria:

(1) A developmental delay, as measured by ***appropriate diagnostic instruments and procedures***, of 25% of the child's chronological age in one or more of the **developmental areas** of cognitive development; physical development, including vision and hearing; communication development; ***social or emotional development***; and adaptive development.

(2) A developmental delay in one or more of ***social or emotional development***; ... as documented by test performance of 1.5 standard deviations below the mean on ***accepted or recognized standard tests for infants and toddlers***.....

ANNOUNCEMENT: EI 13-#08



ANNOUNCEMENT: EI 13-#08
Effective Date: 12/13/13

SUBJECT: Eligibility for Infant/Toddler and Preschool Early Intervention

TO: Infant/Toddler and Preschool Early Intervention Program Leadership

FROM: Barbara G. Minzenberg, Ph.D. 
Deputy Secretary, Office of Child Development & Early Learning

PURPOSE:

The purpose of this announcement is to clarify practices, provide guidance and ensure consistency in the process of determining when an infant, toddler, or preschool age child is eligible for the early intervention (EI) program.

BACKGROUND:

Results of early intervention program verifications, analysis of statewide data and discussions with early intervention leadership have shown that there is a need to clarify when an infant, toddler, or preschool age child is eligible for early intervention services.

DISCUSSION:

1) Identifying an Infant or Toddler as Having a Developmental Delay

Pursuant to 55 Pa. Code § 4226.22(a)(1) an infant or toddler is eligible for early intervention services if the infant's or child's score on an appropriate diagnostic instrument indicates that the infant or toddler is demonstrating a delay of 25% of the infant's or toddler's chronological age in one or more of the developmental areas of cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development. Section 4226.22(a)(2) provides that an infant or toddler is eligible for early intervention services if a developmental delay in one of the developmental areas specified above is documented by test performance of 1.5 standard deviations below the mean on an accepted or recognized standard test for infants or toddlers.

Diagnostic instruments and standard tests shall be used for the purpose and population for which they are valid and reliable. The instruments and tests shall also be administered in accordance with the recommendations provided by the instrument or test developer, including the guidelines on user qualifications and documented evidence that the user has been trained to administer the instrument or test.

Eligibility for early intervention services is established as a result of the overall score in one or more of the developmental areas identified above. Subset scores shall not be used to determine if an infant or toddler is eligible for the early intervention program under either Section 4226.22(a)(1) or (2).



Guidance on Eligibility Evaluation Practices Early Intervention Technical Assistance

Access to Pennsylvania's early intervention program starts with the determination of eligibility during the initial evaluation process. The evaluation team, including the family, works together to implement appropriate, individualized assessment activities that provide documentation to establish eligibility and address the concerns of the family about their child's development. A variety of assessment activities are used to gather comprehensive evaluation information including a review of the child's medical and other records, administration of a norm-referenced assessment tool or test to assist in identifying the child's level of developmental functioning, a family assessment, and observation of the child in typical routines and activities.

Eligibility is based on a synthesis of the data gathered from all assessment activities and an analysis of that data in relation to Pennsylvania's eligibility criteria. It is especially important that all data be considered when there are challenging circumstances or when there is inconclusive or conflicting information with regard to eligibility. When there are questions about eligibility, the team performing the initial evaluation should review all available information prior to making a decision about eligibility for early intervention services.

Diagnostic tools and standardized tests should be used for the purpose and population for which they are valid and reliable. These tests should be administered and the scores should be interpreted in accordance with the directions in the manual. Evaluators utilizing these tests should meet specified user qualifications and have appropriate training to administer the test. Remember that when a child does not appear to be eligible for early intervention services as a result of the score a child received on a test, other criterion must be examined before a determination can be made about a child's eligibility for early intervention services.

In addition, when evaluating the eligibility of infants and toddlers for early intervention services, federal and state law allow for the use of informed clinical opinion as an independent basis to establish eligibility. Informed clinical opinion can be used as the determining criteria for eligibility especially when norm-referenced evaluation instruments cannot be used to adequately identify the presence or absence of a developmental delay. Possible reasons for using informed clinical opinion to establish eligibility for early interventions services include:

- there is no test that can be used because of the child's young age
- the child has a significant health concern or illness that makes testing difficult
- the child has a limited arousal level or ability to participate at the time of the assessment
- using a norm-referenced evaluation instrument would require significant adaptations for the child to perform the required items, which would invalidate the results of the norm-referenced evaluation instrument
- cultural considerations might invalidate the results of any norm-referenced evaluation instrument

ANNOUNCEMENT: EI-12 #01



ANNOUNCEMENT: EI-12 #01
OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING
BUREAU OF EARLY INTERVENTION SERVICES

ISSUE DATE: April 11, 2012
EFFECTIVE DATE: July 1, 2012
SUNSET DATE: On-Going

SUBJECT:	Screening, Evaluation, and Assessment in Early Intervention
TO:	Infant/Toddler Early Intervention Leadership
FROM:	Barbara G. Minzenberg, Ph.D. <i>Barbara G. Minzenberg, Ph.D.</i> Deputy Secretary, Office of Child Development & Early Learning

PURPOSE:

The purpose of this announcement is to provide guidance on the new requirements under regulations for Part C of the Individuals with Disabilities Education Act (IDEA) Amendments of 2004 published on September 28, 2011 related to screening, evaluation and assessment of infant and toddlers and their families who are referred to Pennsylvania's Early Intervention (EI) Program.

BACKGROUND:

The Pennsylvania Early Intervention (EI) Program is implemented in compliance with the IDEA as amended by Public Law, 108-446, the Pennsylvania Early Intervention Services System Act, Pennsylvania Act 212-1990, and Title 55, Chapter 4226 Early Intervention Services.

Many of the requirements of IDEA 2004 are included in Chapter 4226 and other Office of Child Development and Early Learning (OCDEL) Announcements. However, the reauthorization of IDEA and subsequent promulgation of federal Part C regulations have clarified or established additional requirements in the areas of screening, evaluation and assessment. All requirements in Chapter 4226 will remain in effect. The information contained within this announcement supplements those requirements in Chapter 4226.

DISCUSSION:

Screening Procedures:

Local Infant/Toddler EI Programs shall develop screening procedures to determine whether an infant or toddler referred to the local Infant/Toddler EI Program is suspected of having a developmental delay. Local Infant/Toddler EI Programs shall ensure the following components are included in their policies and procedures:

- Infants or toddlers who have been referred and had a screening conducted by a pediatrician/physician or other healthcare provider; the local Children Youth and Family Agency or other social service agency; or an Early Care and Education Program shall not require an additional screening conducted by the Local Infant/Toddler EI Program;
- Screenings shall not be utilized for children who already have a diagnosed physical or mental condition which is likely to result in a developmental delay;



ANNOUNCEMENT: EI-10 # 08
OFFICE OF CHILD DEVELOPMENT AND EARLY LEARNING
BUREAU OF EARLY INTERVENTION SERVICES

ISSUE DATE: October 25, 2010
EFFECTIVE DATE: October 25, 2010
SUNSET DATE: On-Going

SUBJECT:	Amended Behavior Supports Announcement for Young Children
TO:	Personnel Working To Provide Behavior Supports for Young Children
FROM:	Todd Klunk, Acting Deputy Secretary, Office of Child Development and Early Learning (OCDEL) <i>Todd Klunk</i> Sherry H. Snyder, Acting Deputy Secretary, Office of Mental Health and Substance Abuse Services (OMHSAS) <i>Sherry H. Snyder</i>

PURPOSE:

The purpose of this ammended Announcement is to incorporate the recommendations of the Pennsylvania Early Childhood Mental Health Advisory Committee into the original Announcement EI-09 # 02 which defined how the Early Intervention and Behavioral Health Service Systems can work together in a cooperative, respectful and family responsive manner in order to provide services as needed for children from birth to five years of age.

BACKGROUND:

The Keystone STARS program and the PA Early Childhood Mental Health Advisory Committee have demonstrated the need for ongoing mental health consultation, collaboration and information about accessing behavioral health services. By this Announcement, OCDEL and OMHSAS are responding to the need to offer more information and resources to help families, counties, schools and providers understand how Early Intervention services and behavioral health services are available to support children with behavioral health needs.

The Pennsylvania Early Childhood Mental Health Advisory Committee developed recommendations to be added the original joint Announcement. Committee members represented a broad range of stakeholders from all areas of the state (rural, suburban and urban) including county Early Intervention and mental health staff, managed care organizations and providers.

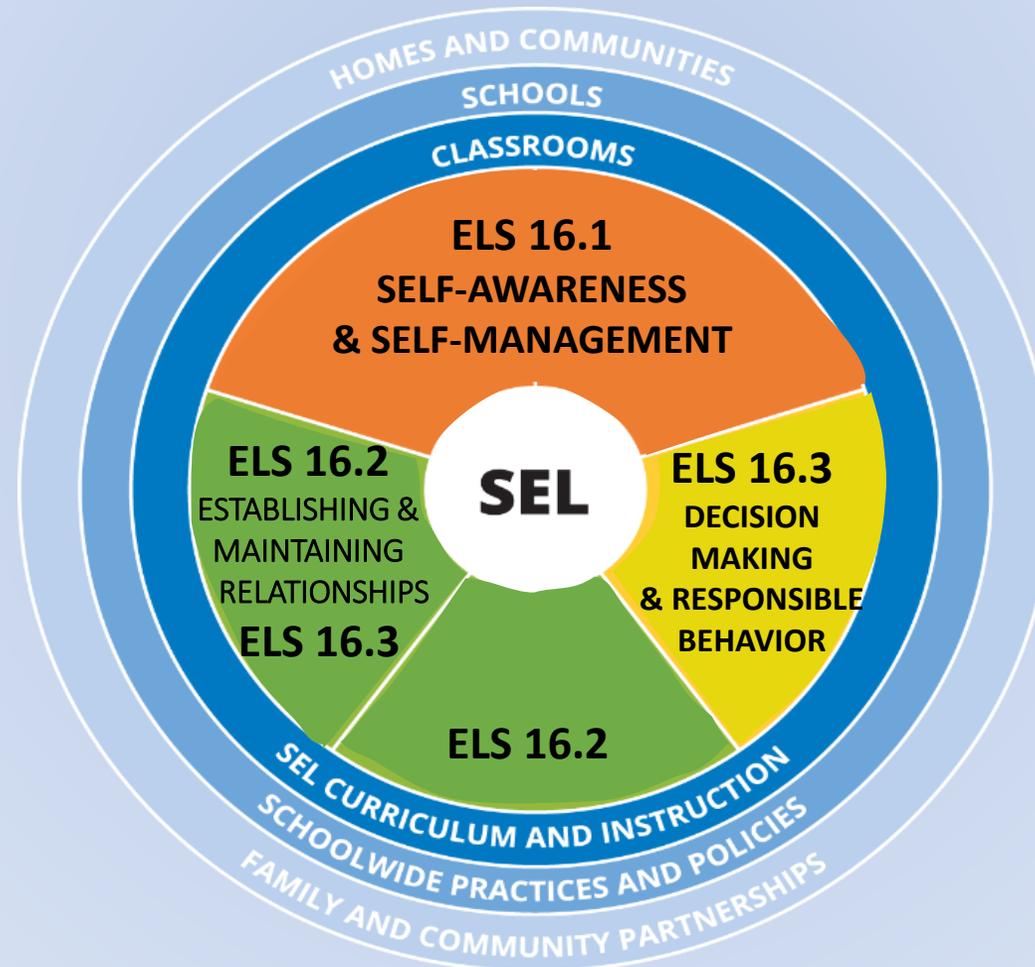
Throughout the Announcement, the term "behavioral health services" is used rather than "mental health services" to encompass a broader range of services. In young children, this may include services that address challenging behaviors in children with Autism Spectrum Disorder, as well as children with other delays or disabilities, who also have behavioral health needs.

OCDEL and OMHSAS share core principles for supporting children. Services and supports should be individualized, strength-based, child-centered, family-focused, community-based, and culturally competent. A child with behavioral health needs may qualify and benefit from the same or similar services from both systems, but those services should be coordinated to avoid duplication. Although progress has been made, additional work is needed throughout the Commonwealth to continue to



Social-emotional competencies and constructs

Collaborative for Academic and Social Emotional Learning (CASEL)- Social-Emotional Learning (SEL) competencies include:



Self-Awareness

The ability to identify one's own emotions, thoughts, interests and values and how they influence behavior.

The ability to assess strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying and labeling emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself.

The ability to set and work toward personal and academic goals.

- Impulse control/Self-regulate
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures.

The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating similarities and differences
- Understanding own and others' behavior and emotions

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

The ability to communicate clearly, listen well, cooperate with others, take turns, develop friendships, negotiate conflict constructively, and seek and offer help when needed.

- Communication and listening skills
- Social engagement and Relationship-building
- Teamwork, work well with others
- Resolve conflict with others

Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.

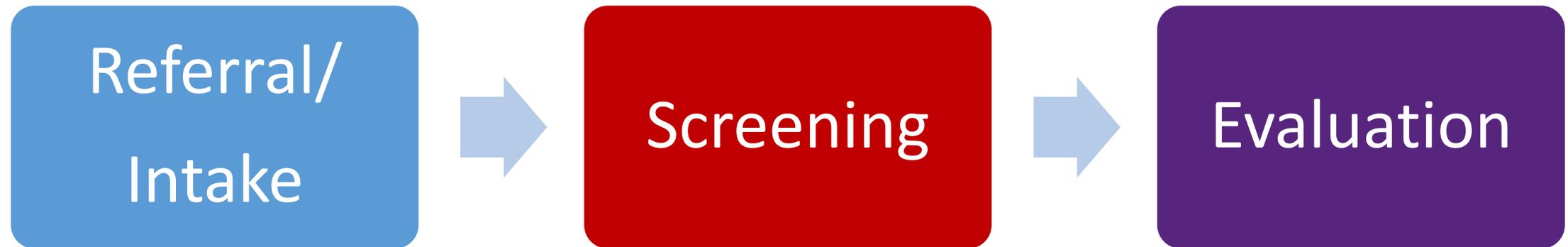
The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Current practices: Identification of children with social-emotional delays



Practices around the Evaluation of Social Emotional Development



Referral/Intake

- Collaborate
- Program process and practices around referral?
- Administrator support the referral process for their staff.
 - Gather information from multiple respondents
 - Ask probing questions/conversation starters



Meet Ben!



Why was he referred? Who made the referral?

What is his Background History and Family Information?

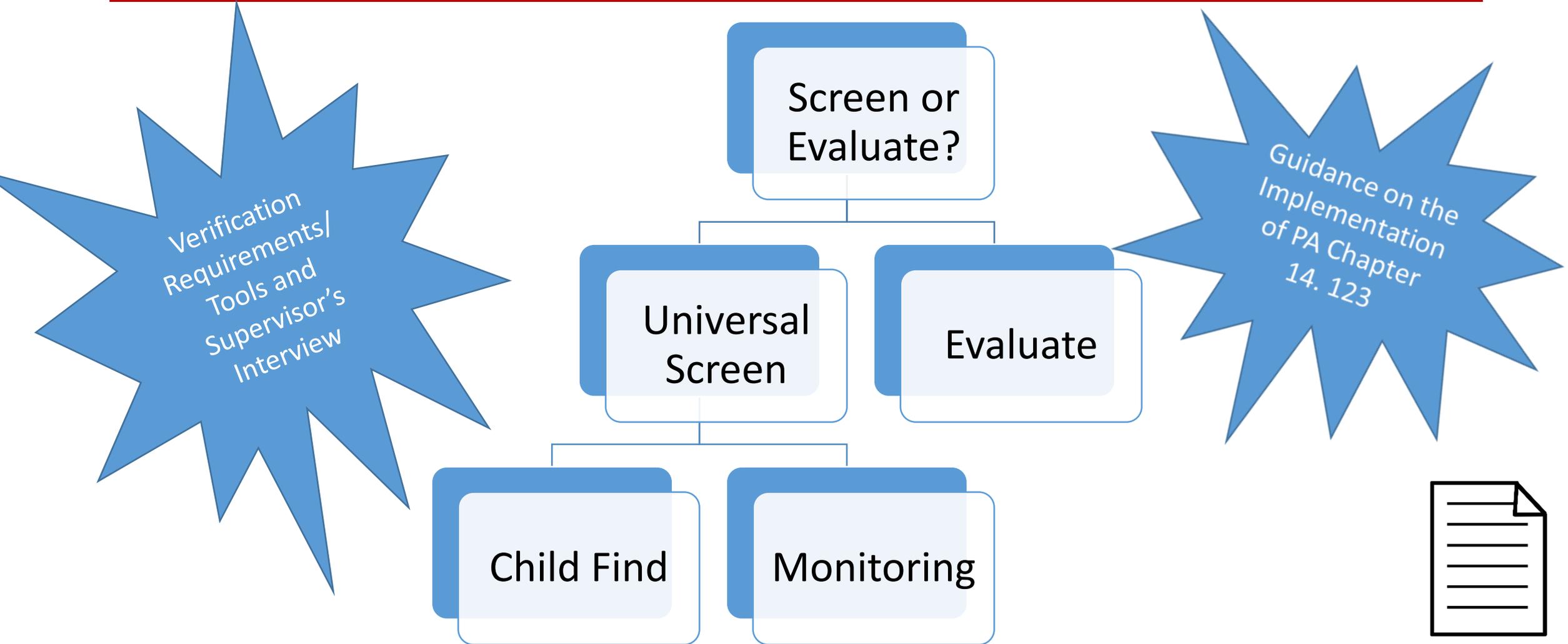
What would you do?

**Would you screen Ben or go straight to evaluation?
Why?**

What other information might you consider?



Screening





Factors to consider

Parental
Concerns

Family/
Cultural
Factors

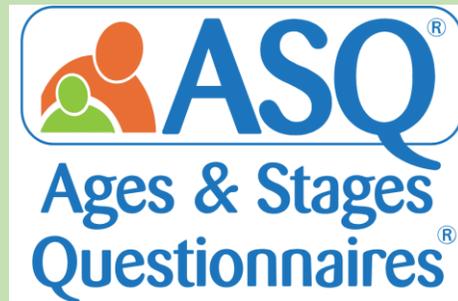


Setting/Time

Overall
Development

Health

Let's take a closer look at Ben...



- Communication- Pass
- Gross motor- Pass
- Fine motor- Pass
- Problem solving- Pass
- Personal social- Pass



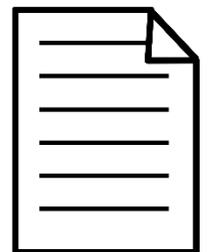
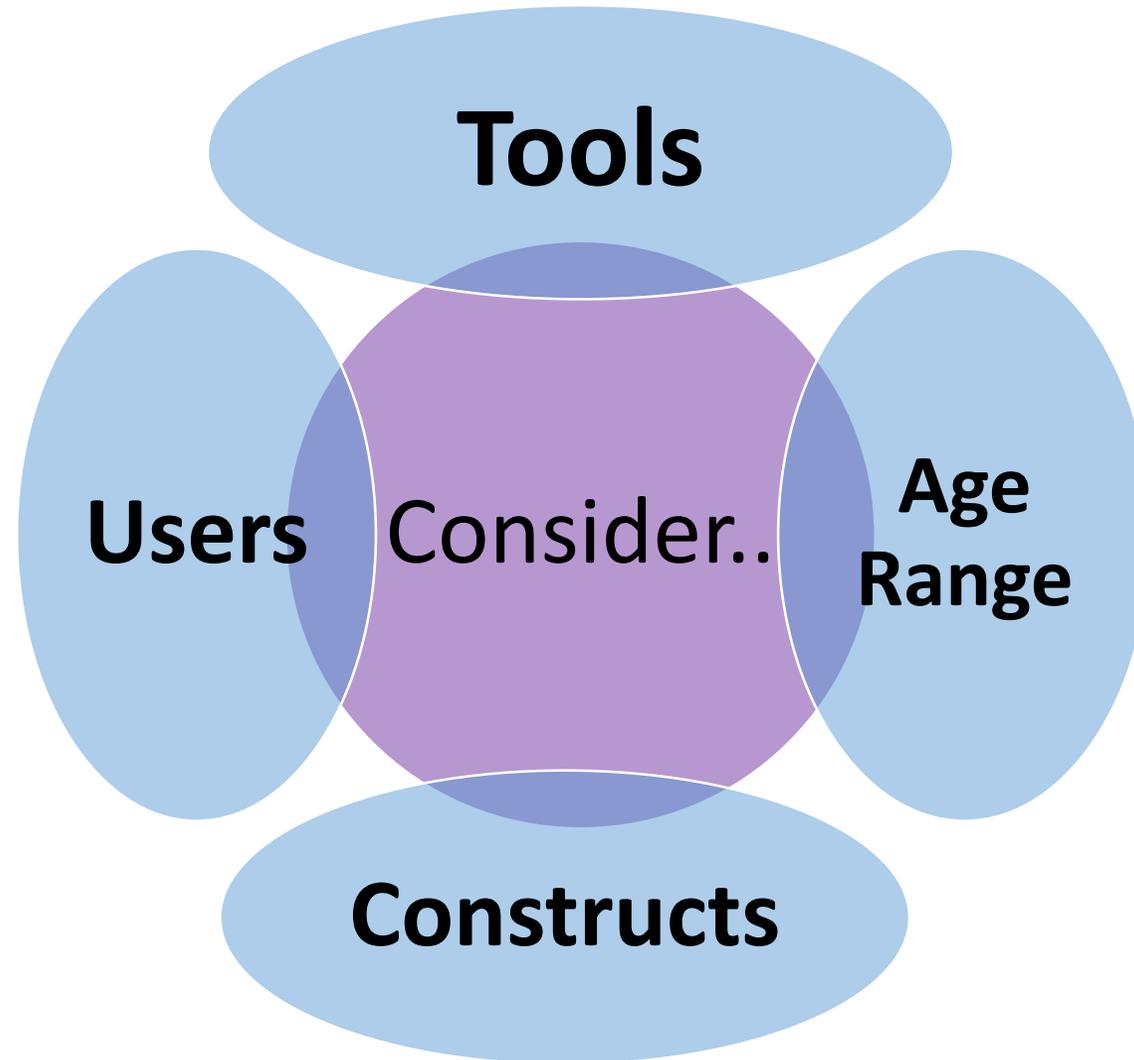
Total score was 145

cut score was 95

Recommended to refer for
evaluation

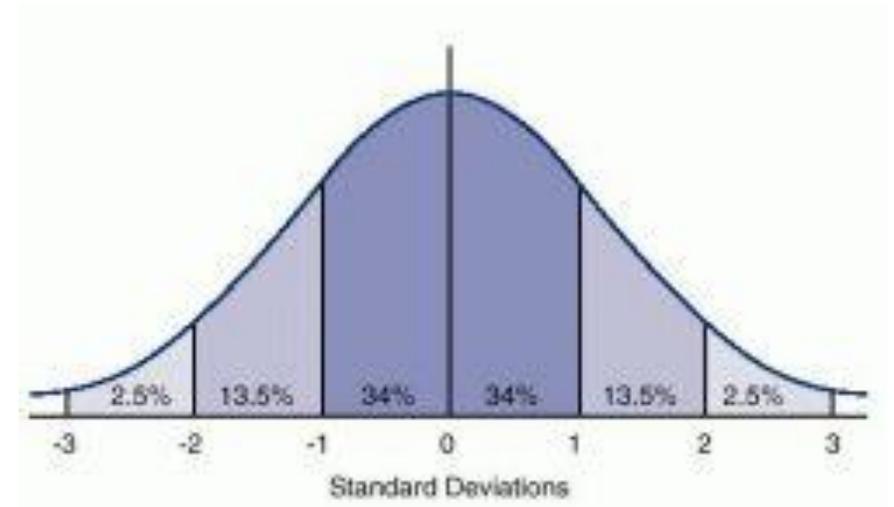


Evaluation- Tools

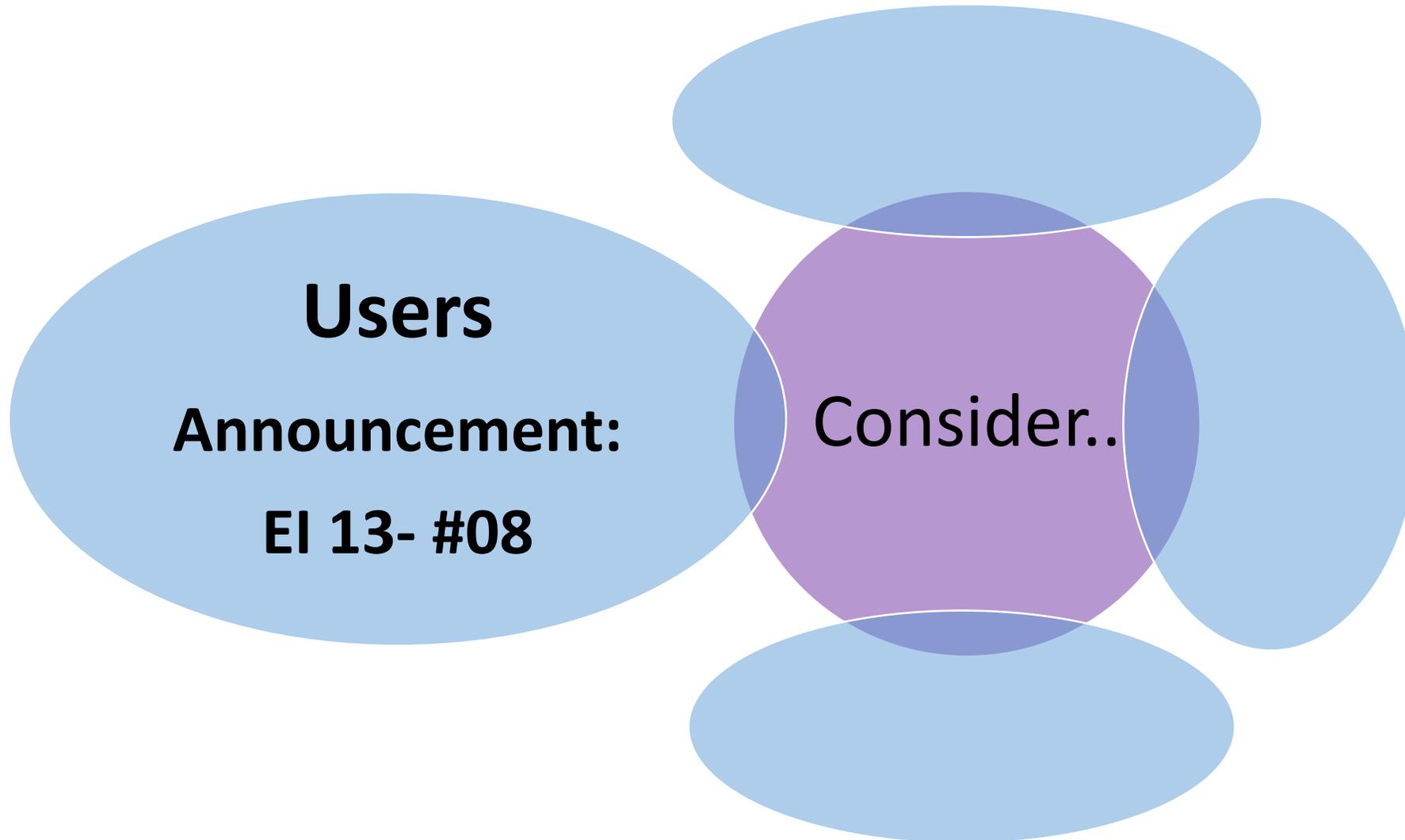


Evaluation Instruments: What was considered?

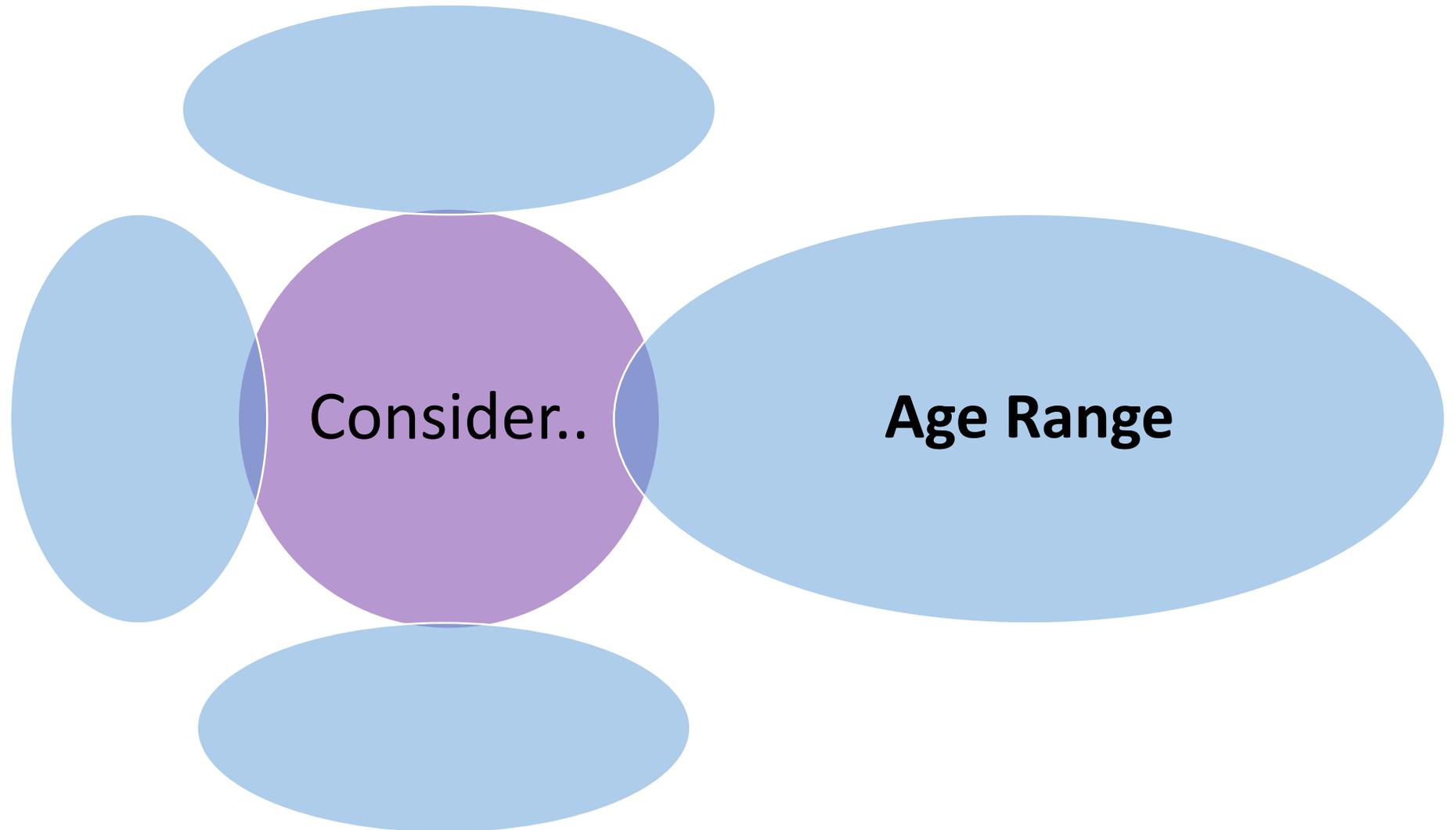
- Norm Referenced vs. Criterion-Referenced Instruments
- Scores provided
- **Psychometric Properties**- The reliability and validity of the instrument as a form of measurement.
- Norming size
- Languages offered
- Users
- Parent and teacher forms
- Constructs
- Length of time to administer
- Age range



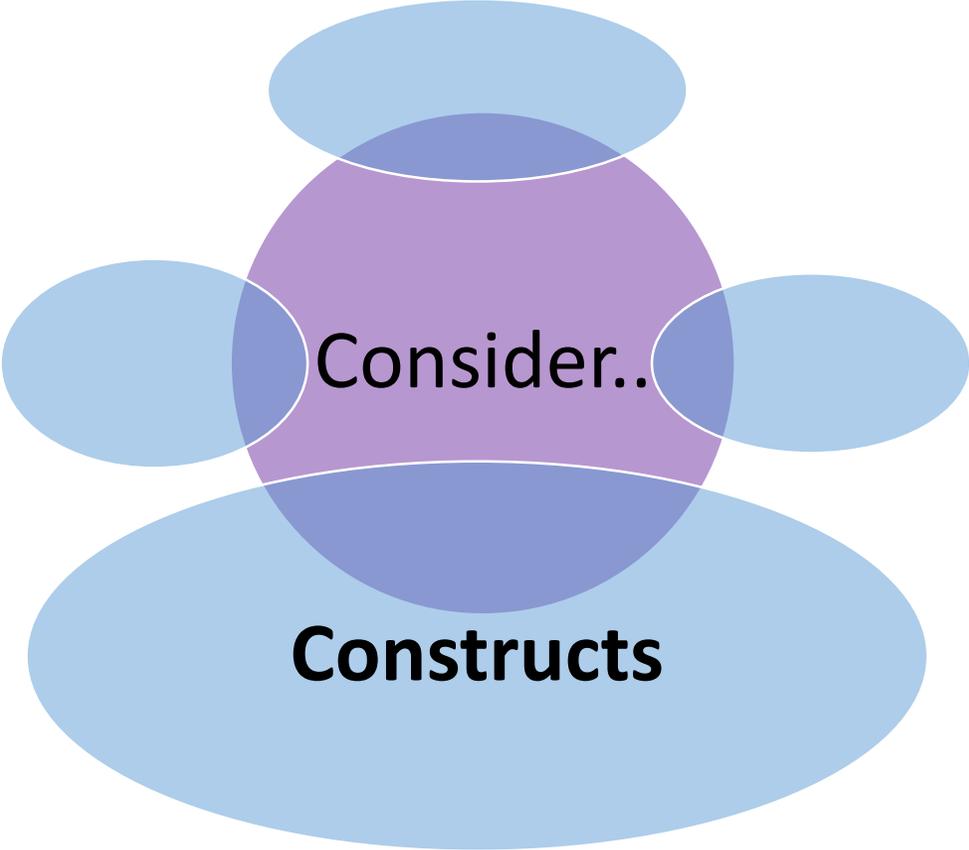
Evaluation- Tools



Evaluation- Tools



Evaluation- Tools



Devereux Early Childhood Assessment- Clinical (DECA-C)

Total Protective Factors Scale

Initiative

Self-Control

Attachment

Total Behavioral Concern Scale

Attention Problems

Aggression

Emotional Control Problems

Withdrawal/Depression

All Users (EI Teachers and Therapists)



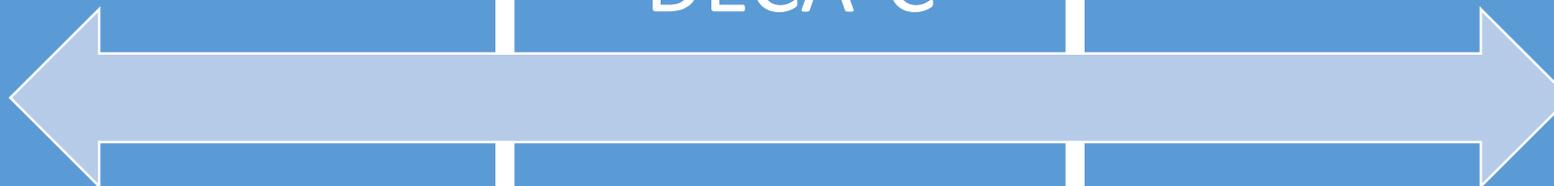
DECA-IT
ITSEA



Achenbach
(CBCL and
C-TRF)
DECA-C



DECA-P2
SSIS
PKBS-2



Evaluation

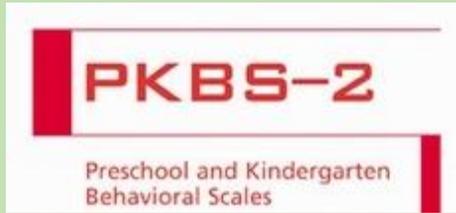
How administrators can support access to social - emotional evaluation tools:

- Who needs access to these tools?
- Professional Development?
- Process/written procedures when to use it.
- Resources (Guidance on Eligibility Evaluation Practices)

Ben's BDI-2 Standard Scores:



- Cognitive development: 82 (SD -1.2)
- Communication Development: 90 (SD -0.67)
- Social and Emotional Development: 87 (SD -0.87)
- Physical Development: 98 (SD -0.13)
- Adaptive Development: 83 (SD -1.13)



Ben's Scores:

Preschool and Kindergarten Behavior Scales- 2 (PKBS-2)

Ben's preschool teacher

- Social Skills Composite Standard Score = 62
- Problem Behaviors Composite Standard Score= 125

Ben's father

- Social Skills Composite Standard Score = 78
- Problem Behaviors Composite Standard Score= 127



Determination of Eligibility

A comprehensive evaluation includes:

- parent and caregiver information
- a review of the child's medical and other records
- administration of a norm-referenced assessment tool or test to assist in identifying the child's level of developmental functioning
- observation of the child in typical routines and activities.

Prepare for and contribute to future plans



Timeline of activities

Supporting Social-Emotional Development in Early Intervention



Evaluation Forum



Tools and training to evaluate SE concerns of very young children

Information from all environments

Local coordination across systems

SE On-line Resources

Face-to-face training

228



Explore resources on social emotional

Match learning needs with specific resources

Access and utilize three or more resources in work

Leadership Institute

SE Development and Supporting Interventions



Evaluation and Intervention- SE development

Comprehensive and collaborative

Tool suggestions

Training and TA needs

SE Evaluation

Face-to-face and on-line learning for evaluators



Complete full and comprehensive SE evaluation

Gather/use intake information to determine appropriate tool and next steps

Match child's SE needs to constructs & tools

SE Tools

Training on specific tools



Leadership informs tool training and TA



Share your interests and
programmatic needs

Leadership Institute 2018 –
Needs assessment

<https://tinyurl.com/y85sake6>



Thank
You!