Social Emotional Screening Practices

OCDEL Shared Leadership Conference

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(handouts)
Defining early social-emotional development

Emerging ability of young children to:

• form close and secure adult and peer relationships
• experience, regulate and express emotions in socially and culturally appropriate ways
• explore the environment and learn ---

in the context of family, community and culture.

Zero to Three
Social Competence
An array of behaviors that permits one to develop and engage in positive interactions with peers, siblings, parents and other adults
(Raver & Zigler, 1997)

Emotional Competence
The ability to effectively regulate emotions to accomplish one’s goals
(Campos, Mumme, Kermoina & Campos, 1994)
Social-emotional competence is demonstrated along a continuum and is influenced by a number of factors:

- Social opportunities
- Contexts in which social interactions occur
- Peer, familial and cultural characteristics
What is Screening?
Administration of a brief, accurate (valid) tool that:

• Identifies children developing on-schedule
• May identify children who would benefit from practice/support in specific areas
• Identifies children at risk for developmental delays who should be referred for further evaluation

Answers: "Does child need an in-depth assessment?“
Keep in mind

• Screening **does not** diagnose delays or disabilities

• Screening **does not** identify specific child goals to target; only information on general areas of development

ASQ-3™ and ASQ:SE-2™ Training Materials by J Squires, J Farrell, J Clifford, S Yockelson, E Twombly, and L Potter. Copyright © 2015 Brookes Publishing Co. All rights reserved. www.agesandstages.com
Why Screen?

Early Detection is Critical!
“Compensating for missed opportunities, such as the failure to detect early difficulties...often requires extensive intervention, if not heroic efforts, later in life.” —From Neurons to Neighborhoods
Why Screen?

Clearly Typical

Clearly Atypical

Adapted from Macias, M. (2006) D-PIP Training Workshop
WHY SCREEN?

Our Eyes are Not Sensitive

Clearly Typical

Clearly Atypical

Adapted from Macias, M. (2006) D-PIP Training Workshop
Why Screen? To prevent missing children

Adapted from Macias, M. (2006) D-PIP Training Workshop
Why is early SE development important?

- Prevalence rates of social-emotional behavioral challenges in young children are estimated to approach **13%**
- **Rising number** starting school without SE skills to ensure school success
- **70%** aren’t identified until school entry (Glascoe et al., 2005)
- **One in five (20%)** children in the U.S. has a diagnosable mental health problem that goes untreated
Recommendations for SE Screening

- A joint position statement of U.S. HHS and Ed
- Part C of IDEA
- A joint position statement of NAEYC and NAECS/SDE
- OCDEL Announcement EI-17#2
- Head Start mandates
Purposes of Social Emotional Screening

- **Identify children** in need of further intensive evaluation
- **Family** - know child better & build relationship with family
- **SE Competence** - know how child is doing in area of SE competence within routines of home and community
- **High Quality Indicator** of EC program

E. Barton and E. Steed, Social-Emotional Screening of Young Children: Early Identification is Essential to Healthy SEL; Early Childhood Investigations Webinars, 11-7-18
What might the screening tool tell you about a child?

- Self regulation
- Compliance
- Adaptive functioning
- Autonomy
- Affect
- Social-communication
- Interaction
Pillars of Expulsion/Suspension Prevention in Early Learning Settings

- Fair and appropriate policies
- Setting goals and tracking data
- Strong Family Partnerships
- Universal developmental and behavioral monitoring, screening, and follow-up
- Access to Specialized Consultation
- High-Skilled Workforce

Early Childhood Development: An Office of the Administration for Children and Families; Webinar 4
System Phases of Implementation

Phase I
Planning the screening program

Phase II
Preparing, organizing, and managing the screening program

Phase III
Administering and scoring the screening tool and following up

Phase IV
Evaluating the screening program
**System Phases of Implementation**

**Phase I**
- Planning the screening program
- Develop resources, administration methods, and Depth & breadth
- Select referral criteria

**Phase II**
- Preparing, organizing, and managing the screening program
- Create management system
- Develop forms, letters
- Articulate procedures
- How/When staff training & support

**Phase III**
- Administering and scoring the screening tool
- Support family completion of tool
- Score & interpret
- Share results
- Follow up

**Phase IV**
- Evaluating the screening program
- Assess progress in establishing and maintaining screening program
- Evaluate effectiveness
Preventing Suspensions and Expulsions in Early Childhood Settings
A Program Leader’s Guide to Supporting All Children’s Success

http://preventexpulsion.org

**Phase I**

1.1 Using Data
1.2 Family Partnerships
1.3 Developmental Screening
1.4 Teacher-Child Ratios
1.5 Teacher Work Hours
1.6 Supportive Staff Culture
1.7 Cultural Awareness
1.8 Multi-tiered Systems
Considerations when using SE screening tools

• Using instrument rather relying on clinical opinion
• Involving families and completing the tool
• Sensitive to cultural context in which SE development occurs
Selecting a Social Emotional Screening Tool
Preventing Suspensions and Expulsions in Early Childhood Settings
A Program Leader’s Guide to Supporting All Children’s Success

http://preventexpulsion.org
Use the results to inform supports and services

- Accurately scoring and interpreting scores
- Timeliness and having a quick turnaround.
- Transforming scores into informed action
  - If you screen, you must intervene
Next Steps:

Possible Follow Up Actions After Screening SE Development

- Intervene
- Monitor
- Refer
SE Screening: Inform about the child & our practices

• Reflect on our universal practices
• Connect activities and instruction in the classroom to needs of children around social emotional development
  – (intentional teachings tied to screening outcomes) and rescreen in ___ months
• Create a collaborative problem solving approach with a tiered approach
  – Small group lessons
  – Individualized behavior plans
• Provide parent/family education materials, classes, or support groups
Classroom SE Teaching Strategies

- Modeling
- Modeling with puppets
- Preparing peer partners
- Singing
- Doing fingerplays
- Using flannel boards
- Using prompts
- Giving encouragement
- Using incidental teaching
- Playing games
- Discussing children’s literature
Evidence-Based Practices:
• Promotes SE competencies
• Prevents need for more intensive supports
• Supports effective interventions for persistent challenging behaviors
Connecting screening results to our practices

• Information on planning screening systems and procedures
• Provide example letters, activities, and case studies
• Social emotional learning activities
• Newsletters
• Topic specific handouts
Factors to consider when referring:

- Parental Concerns/Early Predictors
- Family/Cultural Factors
- Adverse Childhood Experiences
- Setting/Time
- Overall Development
- Health
How Early Intervention Programs Can Use Social Emotional Screening Tools

- Universal screening to ensure appropriate growth of SE development
- When to screen?
- Follow Up? Next steps?
- Rescreen?
- What about all the data?
- Don’t forget about policies and practices
• Screening tools can help bridge communication with families
• Screening tools can assist in making referrals to community agencies
• Referrals should be based on a variety of considerations in addition to scores
• Developmental and social-emotional issues are very complicated
• Use available resources to make decisions about what steps to take after screening
• Division for Early Childhood (DEC) Recommended Practices and Early Childhood Technical Assistance Center (ECTA) [http://ectacenter.org/decrp](http://ectacenter.org/decrp)
  – Performance checklists
  – Practice guides
  – Resources for professional development
• Center on the Developing Child at Harvard University ([www.developingchild.harvard.edu](http://www.developingchild.harvard.edu))
• [http://developingchild.harvard.edu/science/deep-dives](http://developingchild.harvard.edu/science/deep-dives)
• [https://challengingbehavior.cbcs.usf.edu/Pyramid/practices.html](https://challengingbehavior.cbcs.usf.edu/Pyramid/practices.html)
• [https://preventexpulsion.org](https://preventexpulsion.org)
• [www.agesandstages.com](http://www.agesandstages.com)