

Developmental Screening: What it Means for Early Learning Hubs

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Oregon's Early Learning Division
& Oregon Health Authority



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In this webinar



- What is developmental screening?
- Why it's important
- Developmental screening tools
- How it works
- How we're doing
- Resources available
- The role of Hub Directors

What is developmental screening?

Administration of a brief, standardized and validated tool that **helps identify children at risk** for developmental, behavioral or social delays¹

- Performed at standardized intervals
- **Not diagnostic**; families referred for further evaluation if risk identified

Why is developmental screening important?

- Identify children at risk for developmental delay as early as possible
- Connect children to further evaluation and support services
- Support kindergarten readiness



Developmental screening tools

Ages & Stages Questionnaire (ASQ)

- Adopted by the Early Learning Council
- Standardized and validated; many languages
- Series of age-specific questionnaires for children birth to five
- Completed by parents (or with early learning provider)
- Periodic screens at key ages and when concern exists (Bright Futures Periodicity Schedule²)
- Available in paper or online



Ages & Stages Questionnaires®,
Third Edition (ASQ-3)

Developmental screening tools (cont.)

Sample ASQ Questionnaire

Ages & Stages Questionnaires®

16 Month Questionnaire (For children ages 15 - 17 months)

Personal-Social *Be sure to try each activity with your child

- | | | | | |
|---|--|------------------------------|------------------------------------|----------------------------------|
| 1 | Does your child feed himself with a spoon, even though he may spill some food? | Yes
<input type="radio"/> | Sometimes
<input type="radio"/> | Not Yet
<input type="radio"/> |
| 2 | Does your child help undress herself by taking off clothes like socks, hat, shoes, or mittens? | Yes
<input type="radio"/> | Sometimes
<input type="radio"/> | Not Yet
<input type="radio"/> |
| 3 | Does your child play with a doll or stuffed animal by hugging it? | Yes
<input type="radio"/> | Sometimes
<input type="radio"/> | Not Yet
<input type="radio"/> |
| 4 | While looking at himself in the mirror, does your child offer a toy to his own image? | Yes
<input type="radio"/> | Sometimes
<input type="radio"/> | Not Yet
<input type="radio"/> |

How does developmental screening work?

Coordinated across health and early learning

1. Process initiated by provider or parent/caregiver

- Various providers involved in screening
 - Health care, Head Start, home visitors, Early Intervention/Early Childhood Special Education (EI/ECSE) and child care
- Oregon's Quality Rating and Improvement System (QRIS) requires early learning programs to incorporate developmental screening to earn a 3-star quality rating

How does developmental screening work? (cont.)

- 2. Screening questionnaire completed by parent or caregiver**
 - Or in partnership with early learning provider
- 3. Results reviewed, interpreted and discussed with family**
 - To count for a coordinated care organization's (CCO) incentive measure, results must be reviewed with family by physician, nurse practitioner or physician assistant
- 4. Referral for in-depth evaluation and support services by provider**
 - As needed; coordinated by health and early learning providers

How is Oregon doing?

CCO Incentive Measure: Developmental screening in first 3 years of life³

- **Statewide baseline:** 20.9% (2011)
- **Initial target:** 50%
- Does not account for developmental screenings occurring outside health system
- **Future goals:** “capture” all screenings; CCOs and Hubs establish joint targets
- Individual programs may have unique requirements and monitoring

Resources & support



Oregon's Race to the Top – Early Learning Challenge Grant (RTT) will fund:

- **Workforce training & support** (coming in 2014)
- **ASQ Oregon online screening tool** (free)
Available now at <http://asqoregon.com>
 - Enhancements coming in 2014
- **Shared learning opportunities** across health and early learning
- **Coordination support** for ensuring children have access to appropriate services across health and early learning

Stay tuned for more information!

What is my role as Hub Director?

1. **Encourage early learning providers to participate** in Oregon's Quality Rating & Improvement System (QRIS)
2. **Help disseminate information**
 - ASQ Oregon screening tool
 - Workforce training and resources
3. **Help identify** who is using the ASQ
4. **Coordinate with local providers** participating in screening (health care, child care providers, Head Start, etc.)
5. **Provide feedback**
 - Ways to improve local screening coordination
 - How screening results are (or are not) used
6. **Participate in future shared learning opportunities**

References

1. American Academy of Pediatrics. Identifying Infants and Young Children with Developmental Disorders in the Medical Home: An Algorithm for Developmental Surveillance and Screening. *Pediatrics*, 118:1. July 2006. Available at <http://pediatrics.aappublications.org/content/118/1/405.full.pdf>
2. Bright Futures Periodicity Schedule. Available at http://brightfutures.aap.org/pdfs/Guidelines_PDF/20-Appendices_PeriodicitySchedule.pdf
3. Developmental Screening for Young Children Guidance Document: Oregon Health Plan. July 31, 2013. Available at [http://www.oregon.gov/oha/CCODData/Developmental%20Screening%20Guidance%20Document%20\(July%202013\).pdf](http://www.oregon.gov/oha/CCODData/Developmental%20Screening%20Guidance%20Document%20(July%202013).pdf)

Additional Resources

- ASQ Oregon: <http://asqoregon.com/>
- Quality Rating & Improvement System: <http://www.wou.edu/tri/QRIS/>
- CCO Incentive Measures: <http://www.oregon.gov/oha/CCODData/CCO%20Incentive%20Measures%20Methodology%20--%20Revised%20June%202013.pdf>

Questions?

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