



After the Screening: Partnering with Early Intervention Providers on Evaluation and Services

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ZERO TO THREE

Translating What We Know Into What We Do



ZERO TO THREE is a national, nonprofit organization that informs, trains and supports professionals, policy makers and parents in their efforts to improve the lives of infants and toddlers.

www.zerotothree.org

Head Start Program Performance Standards



1304.20(f)(2)(ii) ...Grantee and delegate agencies must support parent participation in the evaluation and IFSP development process for Infants and toddlers enrolled in their program.

1304.21 (a)(ii) Be inclusive of children with disabilities, consistent with their Individualized Family service Plan (IFSP) or Individualized Education Program (IEP)

Why Start With Babies?



Connections Forming Rapidly



Brain connections are forming at a rate of
700 PER SECOND



http://developingchild.harvard.edu/library/multimedia/interactive_features/coreconcepts/

Experiences Shape Brain Development



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Opportunity for Growth and Development



The effort required to modify or enhance brain connections increases over time.

As connections are pruned over time, the connections that remain become stronger and more difficult to alter over time.

This is why we intervene early.



Screening -Vs.- Evaluation



Screening:

Main purpose: Determine need for further evaluation



Screening -Vs.- Evaluation



Evaluation:

Main purpose: Gain a deeper understanding of a child's current developmental status in order to determine his/her eligibility for services



Discussing Screening Results



- **When do you screen?**
 - Requirement within 45 days – Do you do it at enrollment? First week?
- **How do you involve parents?**
- **How do you share results?**

Discussing Screening Results



- Consider adult learning strategies when delivering findings.
- Check for understanding.
- Empathize.
- Have a concrete written plan for next steps to share with parents.



Talking About Screening Results



You explain to Marcus' parent that his recent language screening indicates the need for further assessment.

- A:** Marcus' parent tells you that he was a quiet kid too, and that he's not worried about Marcus.
- B:** Marcus' parent bursts into tears. She tells you that she was in special education and hated it.
- C:** Marcus' parent gets very angry and tells you that these results are wrong. Marcus talks plenty at home!
- D:** Marcus' parent has a completely flat expression—shows no emotion at all when you bring up the issue.

How Parents Can Participate in Assessments



1. Invite family members to be present for the assessment. To ensure parents can participate, offer flexible times/locations for the assessment.
2. Ask family members what *their* priorities are for the assessment, or what they hope to learn from this experience. Ensure this information is provided.
3. Utilize parents as an *interpreter* of child behaviors during the assessment.
4. Utilize parents as a *participant* on the assessment team.
5. Utilize parents to *validate* activities and results of the assessment.

Positives of Parent Participation



Jot down one positive point or phrase you could use to help parents see the benefits of participating in screening and evaluation.

- At enrollment
- On a bulletin board notice
- During a parent meeting
- Directly prior to the assessment

What the Research Says



A positive assessment experience can set the tone for future parent involvement.



Engaging Parents in EI Services



- **Parents/caregivers are the major influence on their children’s development**
- **The effectiveness of intervention is correlated with parent involvement**



Open the GATE:
Partnering with EI Professionals in EHS



- **Greet** the therapist—welcome him/her to the program
- **Ask** questions
- **Talk**—share what you know about the child
- **Establish** Home-EHS-EI Connections—be the service link for parents

EHS is a “Natural Environment”



- Settings and activities that are normal for a child's same-age peers in his/her community who have no disabilities or developmental delays.



Understanding an IFSP



What is in an IFSP?

- Evaluation results
- Family goals
- Therapist goals
- Suggestion for therapy (PT 2x week)



Making the IFSP Come Alive



- PLOPs (Present level of performance)
- Summary of concerns
- Services being provided, by whom, where, and for how long
- Desired outcomes
- Family Strengths
- Members of the IFSP team
- Transition planning information



IFSP Activity: Bringing EI to EHS



Review the IFSP provided to you for Maria, age 30 months.

Write down one question you would have for Maria's

- Service provider
- Parents
- Teacher/home visitor



The Research Shows...



Early intervention works!

71%-76% of children showed growth in:

- **Social relationships**
- **Self help skills (not sure what adaptive or daily living skills means)**
- **Ability to learn and use knowledge and skills**

Vision for Early Intervention within EHS



- *Good Health*
- *Return to a More Typical Developmental Curve*
- *Greater Independence*
- *Positive Early Learning Experiences*
- *Strong Families*



You make the difference!



Healthy brain connections depend on healthy human connections


