SOCIAL EMOTIONAL SCREENING OF YOUNG CHILDREN

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Early Childhood Investigation
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Overview

- Introductions
- Social Emotional Development in Young Children
- Purpose of Social Emotional Screening
- Characteristics of Screening Tools
- How One Might Pick a Tool
- Administering and Scoring a Tool
- Next Steps After Screening

Introductions

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SOCIAL EMOTIONAL DEVELOPMENT

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Social Emotional Development

Self-awareness and autonomy

Experience and handle emotions

Satisfying interactions and trust

Healthy Parent-Child Interactions, Culture, and Family Values

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Why is Social Emotional Development Important?

The relation between early social emotional competence and later social skills, academic success, and overall quality of life is one of the most robust and long-standing findings of the behavioral sciences in early childhood (Dunlap & Powell, 2009; Strain & Timm, 2001).

Early social emotional competence → Academic success → Quality of life
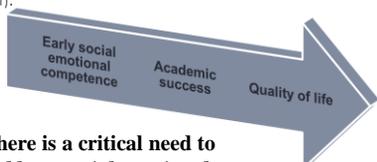
There is a critical need to _address social emotional difficulties as early as possible._

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Social Emotional Difficulties

- 9-14% of U.S. children experience social emotional difficulties (Brauner & Stephens, 2006)

- 70% aren't identified until school entry (Glascoe et al., 2005)

- Challenging behaviors have adverse impacts on both families and schools (Doubet & Ostrosky, 2015; Fox, Vaughn, Wyatte, & Dunlap, 2002; Frey et al., 2015).

Social Emotional Frameworks: Pyramid Model

Social Emotional Frameworks: Early Childhood Mental Health Consultation
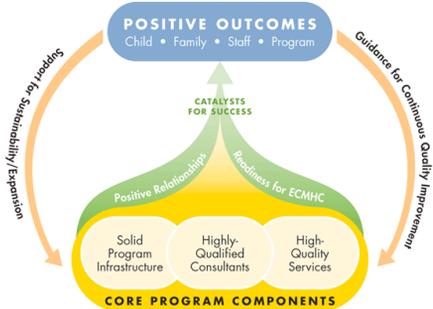
Social Emotional Frameworks: Social Emotional Screening

SCREENING: PURPOSE AND CHARACTERISTICS

What is Screening?

- A brief assessment procedure designed to identify children who should receive more intensive evaluation from local early intervention (EI), early childhood special education (ECSE), health, mental health agencies.

Similar to health screenings like hearing or vision screenings

Purposes of Assessment

Purpose	Assessment Type
Identify children who <u>might</u> have a delay and need further evaluation	Screening tools
Diagnosis and determining eligibility	Diagnostic, norm-referenced assessments
Planning instruction and Individualized Education Programs (IEPs)	Curriculum-based assessments
Progress monitoring	Curriculum-based measures
Program evaluation	Surveys, interviews, environmental checklists

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Recommendations for Screening and Assessment of Young Children

POSITION STATEMENT

Early Childhood Curriculum, Assessment, and Program Evaluation

Building an Effective, Accountable System
in Programs for Children Birth through Age 8

A Joint Position Statement of the
National Association for the Education of Young Children (NAEYC) and the
National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)

DEC Recommended
Practices

Assessment

"… the science of examining the strange behaviors of children in a strange situation with strange adults for the briefest possible periods of time."

Bronfenbrenner, 1979

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Why Do Social Emotional Screening?

Early Identification

Family

Social Emotional Competence

High Quality Indicator

Social Emotional Screening Considerations

Why Should We Use Screening Tools?

	Without Screening Tools	With Screening Tools
Developmental Disabilities	**30% identified** Palfrey et al, 1994	**70-80% Identified** Squires et al, 1996
Mental Health Issues	**20% identified** Lavigne et al, 1993	**80-90% Identified** Sturner, 1991

Courtesy of START

Pediatricians and Screening

48%

Cultural Considerations

Social emotional behaviors and traits are understood by families and professionals through a cultural lens

Common Areas of Cultural Variation

- Self regulation
- Independence
- Attachment
- Affect and expressiveness
- Feeding
- Toilet training

Language and Social Emotional Behavior

- A child's home language and the child's particular stage of second language acquisition may impact their social emotional behavior in the classroom

Involving Diverse Families

Open to learning about and understanding the child and family's culture

Ask families about their expectations and language(s) spoken in the home

Use the child's home language

Don't need to answer questions they are uncomfortable with

Use tools that purposefully get family input and are done in familiar settings

Are Parents Accurate Reporters?

Parents are accurate reporters when they have a structured screening tool (Dinnebeil and Rule, 1994; Bodnarchuk & Eaton, 2004; Glascoe, 1999; Ring and Fenson, 2000)

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Social Emotional Screening Tools
Brief (7-15 minutes), often parent completed

SE Screening Tool	Ages	Purpose	Research
ASQSE2	3 – 72 months	ID young children at risk for social or emotional difficulties	Excellent (3,000+ children)
BASC II	2 – 5 years	Assesses for behavior functioning and identification of behavior problems	309, 4 – 5 year olds
BITSEA	12 – 36 months	Assesses emerging social-emotional problems and competence	600 children. 1,247 children
DECA	1 month – 5 years	Assesses positive and problem behavior	4,000 children
TABS	11-71	Identify critical temperament and self-regulation problems	1,000 children

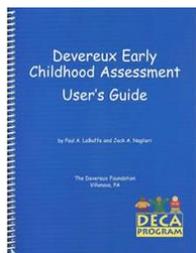## Ages and Stages Questionnaire: Social Emotional (ASQ:SE)

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Behavior Assessment System for Children (BASC II)
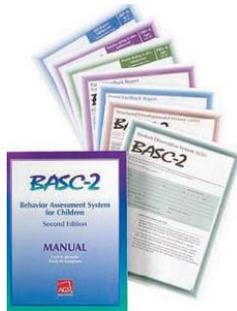
Brief Infant Toddler Social Emotional Assessment (BITSEA)

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Devereux Early Childhood Assessment (DECA)

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Temperament and Atypical Behavioral Scale (TABS)

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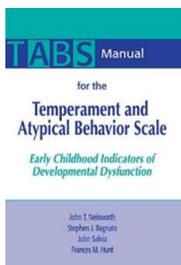
Picking a Social Emotional Screening Tool

1. Be repeatable (every 3 months)
2. Be brief
3. Be easy to use and score
4. Be inexpensive
5. Be reliable, valid, and culturally responsive
6. Correctly identify children who are NOT at risk aka "specificity"
7. Correctly identify children who ARE at risk, aka "sensitivity"
8. Capable of telling programs when there is a concern and the area to focus on

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Other Considerations

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## ADMINISTERING AND SCORING A SOCIAL EMOTIONAL SCREENING TOOL

Ages and Stages Questionnaire: Social Emotional (ASQ:SE2)

- 73% of states recommend the ASQ:SE (Cooper & Vick, 2009)

- Parent completed

- 19-39 items per questionnaire

- Approximately 10-15 minutes to complete and 1-3 minutes to score

- Provides a cut-off score for social emotional concerns

- Birth to 72 months of age

- Mail out, home visit, interview, online, clinic

- English and Spanish

- Challenging and pro-social behaviors targeted, inc. red flags for autism

The Linked System Framework

ASQ:SE Screening → Social Emotional Assessment → Social Emotional Goals → Social Emotional Intervention → Social Emotional Evaluation
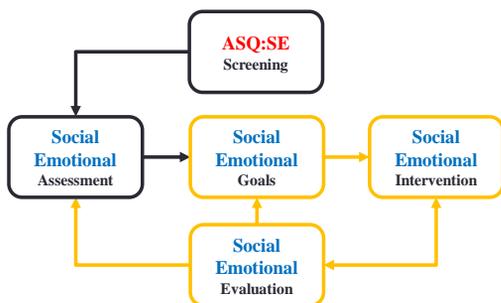
ASQ:SE BEHAVIORAL AREAS	DEFINITION
Self-Regulation	Ability/willingness to calm, settle, or adjust to physiological or environmental conditions
Compliance	Ability/willingness to conform to the direction of others and follow rules
Communication	Verbal/nonverbal signals that indicate feelings, affect, internal states
Adaptive	Ability/success in coping with physiological needs
Autonomy	Ability/willingness to establish independence
Affect	Ability/willingness to demonstrate feelings and empathy for others
Interaction with People	Ability/willingness to respond or initiate social responses with caregivers, adults, peers

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POLL

Administering the ASQ:SE

- Introducing it to families
- Scoring the ASQ:SE
- Communicating screening results
- Follow up actions

Introducing Screening to Parents

"This tool asks questions about your child's social-emotional development."

"We can use this tool to talk about your child's strengths and any concerns you might have."

"Your child's scores will remain completely confidential."

Scoring the ASQ:SE-2™

Answer Options	Points
Often or Always	0 or 10
Sometimes	5
Rarely or Never	0 or 10
Is this a concern?	Yes = 5

(Discreet scoring code next to answer boxes for the items on the questionnaires: x = 10, v = 5, z = 0)

Low scores (0) indicate competent behaviors and high scores (10) indicate Problem behaviors. Concerns weight an item with extra 5 points.

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5. Does your child like to be hugged or cuddled? 10

6. Does your child seem too friendly with strangers? 0

7. Does your child settle himself down after exciting activities? 5

8. Does your child cry, scream, or have tantrums for long periods of time? 10 +5

TOTAL POINTS ON PAGE 60

48 Month Questionnaire   ASQ:SE-2

OVERALL Use the space below for additional comments.

37. Do you have concerns about your child's eating, sleeping, or toileting habits?
If yes, please explain: YES   NO
There are a lot of foods that Juan Carlos won't eat. Even when I make him his special food, he still might
not eat it. Then, he seems to be in a terrible mood because he's hungry. It's very hard.

38. Does anything about your child worry you? If yes, please explain: YES   NO
I'm worried about his language and his tantrums. His tantrums can be intense.

39. What do you enjoy about your child?
He's very independent and seems smart. He likes to build and play with puzzles.

Information Summary Sheet

- Guides you through score interpretation and follow-up decision-making
- Scoring graphic and visual interpretation of results
- Area to record concerns
- Area to review referral considerations
- Area to record follow-up actions

Communicating Screening Results

Avoid Words Such As: *test, pass* or *fail*

Next Steps: Referral Considerations

• Setting/time factors (e.g., home and school)
• Developmental factors (e.g., delay)
• Health factors
• Family/cultural factors (e.g., cultural expectations or family changes)
• Parent concerns

Next Steps: Follow Up Actions

• Provide activities and rescreen in a few months
• Share results with primary care provider
• Have another caregiver complete the same screening tool and see how the results compare
• Administer a developmental screening tool (e.g., ASQ-3)
• Refer to early intervention/early childhood special education
• Refer for social-emotional, or mental health evaluation
• Follow up with items of concern
• Other: _____

Have Plan for Referral

Next Steps for Tristan

48 Month Questionnaire
42 months 0 days through 53 months 30 days

ASQ:SE-2
Ages & Stages Questionnaires
Social-Emotional
SECOND EDITION

2. ASQ:SE-2 SCORE INTERPRETATION: Review the approximate location of the child's total score on the scoring graphic. Then, check off the area for the score results below.

no or low risk   70   monitor   85   refer → 150+ (90%ile)

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WRAP-UP

Example: How a Program Might Administer Social Emotional Screening

- August/September (start of school) = home visits and use of developmental screener (e.g., ASQ-3) and social emotional screener (e.g., ASQ:SE) with all children
- Children who score <u>close to the cutoff</u> are put on a monitoring list to be rescreened **every 3 months**

2. **ASQ:SE-2 SCORE INTERPRETATION:** Review the approximate location of the child's total score on the scoring graphic. Then, check off the area for the score results below.

_____ The child's total score is in the ☐ area. It is below the cutoff. Social-emotional development appears to be on schedule.
_____ The child's total score is in the ▨ area. It is close to the cutoff. Review behaviors of concern and monitor.
_____ The child's total score is in the ■ area. It is above the cutoff. Further assessment with a professional may be needed.

- Children who score <u>above the cutoff</u> are referred to the appropriate agency (e.g., Child Find) and/or a more in-depth social emotional assessment is completed by parent (e.g., Social Emotional Assessment Measure) and/or an early childhood mental health consultant
- The school uses collection of community and family resources (e.g., binder) family for additional services and support

Concluding Thoughts

- The use of social emotional screening will help identify social emotional difficulties early, provide more information about what support is needed, and facilitate positive relationships with families

Resources for Supporting Social Emotional Development

www.challengingbehavior.org/

Thank you!

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