SOCIAL EMOTIONAL SCREENING OF YOUNG CHILDREN

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Early Childhood Investigations
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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

Social Emotional Development

Experience and handle emotions
Satisfying interactions and trust
Self-awareness and autonomy
Healthy Parent-Child Interactions, Culture, and Family Values

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).

There is a critical need to address social emotional difficulties as early as possible.
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, Wyattte, & 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

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

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<thead>
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<th>Assessment Type</th>
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<tbody>
<tr>
<td>Identify children who might have a delay and need further evaluation</td>
<td>Screening tools</td>
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<td>Diagnosis and determining eligibility</td>
<td>Diagnostic, norm-referenced assessments</td>
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<td>Planning instruction and Individualized Education Programs (IEPs)</td>
<td>Curriculum-based assessments</td>
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<td>Progress monitoring</td>
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<td>Program evaluation</td>
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### Recommendations for Screening and Assessment of Young Children

**Early Childhood Curriculum, Assessment, and Program Evaluation**

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


**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

Why Do Social Emotional Screening?

Early Identification
Social Emotional Competence

Family
High Quality Indicator

POLL
Social Emotional Screening Considerations

Why Should We Use Screening Tools?

<table>
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<tr>
<th></th>
<th>Without Screening Tools</th>
<th>With Screening Tools</th>
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<tr>
<td>Developmental Disabilities</td>
<td>30% identified Palfrey et al, 1994</td>
<td>70-80% Identified Squires et al, 1996</td>
</tr>
<tr>
<td>Mental Health Issues</td>
<td>20% identified Lavigne et al, 1993</td>
<td>80-90% Identified Shumer, 1991</td>
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</table>

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)

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

<table>
<thead>
<tr>
<th>SE Screening Tool</th>
<th>Ages</th>
<th>Purpose</th>
<th>Research</th>
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<tbody>
<tr>
<td>ASQ:SE2</td>
<td>3–72 months</td>
<td>ID young children at risk for social or emotional difficulties</td>
<td>Excellent (3,000+ children)</td>
</tr>
<tr>
<td>BASC II</td>
<td>2–5 years</td>
<td>Assesses for behavior functioning and identification of behavior problems</td>
<td>309, 4–5 year olds</td>
</tr>
<tr>
<td>BITSEA</td>
<td>12–36 months</td>
<td>Assesses emerging social-emotional problems and competence</td>
<td>600 children, 1,247 children</td>
</tr>
<tr>
<td>DECA</td>
<td>1 month – 5 years</td>
<td>Assesses positive and problem behavior</td>
<td>4,000 children</td>
</tr>
<tr>
<td>TABS</td>
<td>11–71</td>
<td>Identify critical temperament and self-regulation problems</td>
<td>1,000 children</td>
</tr>
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</table>

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

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

Devereux Early Childhood Assessment (DECA)

Temperament and Atypical Behavioral Scale (TABS)
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

Other Considerations

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

The Linked System Framework

ASQ:SE Behavioral Areas

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<th>Definition</th>
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<tbody>
<tr>
<td>Self-Regulation</td>
<td>Ability/willingness to calm, settle, or adjust to physiological or environmental conditions</td>
</tr>
<tr>
<td>Compliance</td>
<td>Ability/willingness to conform to the direction of others and follow rules</td>
</tr>
<tr>
<td>Communication</td>
<td>Verbal/nonverbal signals that indicate feelings, affect, internal states</td>
</tr>
<tr>
<td>Adaptive</td>
<td>Ability/success in coping with physiological needs</td>
</tr>
<tr>
<td>Autonomy</td>
<td>Ability/willingness to establish independence</td>
</tr>
<tr>
<td>Affect</td>
<td>Ability/willingness to demonstrate feelings and empathy for others</td>
</tr>
<tr>
<td>Interaction with People</td>
<td>Ability/willingness to respond or initiate social responses with caregivers, adults, peers</td>
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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
Often or Always
Sometimes
Rarely or Never
Is this a concern?
Points
0 or 10
5
0 or 10
Yes = 5

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

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

TOTAL POINTS ON PAGE: 02

48 Month Questionnaire

OVERALL Use the space below for additional comments.

37. Do you have concerns about your child's eating, sleeping, or toiletting habits?
   Yes □ No □
   There is 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?
   Yes □ No □
   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

POLL

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 close to the cutoff are put on a monitoring list to be rescreened every 3 months

2. ASQ:SE 2 Score Interpretation: Locate the approximate location of the child’s total score on the scoring graph. Then, check off the area for the score recalled 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. Further behavioral assessment and/or referral is needed.
- The child’s total score is in the ❍ area. It is above the cutoff. Further assessment with a developmental or by needed.

• Children who score above the cutoff 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., binders) to refer 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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