SOCIAL EMOTIONAL SCREENING OF YOUNG CHILDREN

Elizabeth A. Steed, PhD Erin E. Barton, PhD, BCBA-D Early Childhood Investigation November 7th, 2018



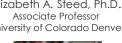
Overview

- 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





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).



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, 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 <u>brief</u> 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 (Idelflood Specialists in State Departments of Education (NAECSSEE)



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

POLL

Why Do Social Emotional Screening?

Early Identification



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



Cultural Considerations

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



Common Areas of Cultural Variation



- Self regulationIndependence
- 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

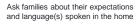


Use the child's home language

Don't need to answer questions they are uncomfortable with

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

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





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

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)



29

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

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



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Other Considerations



ADMINISTERING AND SCORING A SOCIAL **EMOTIONAL SCREENING** TOOL

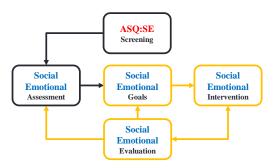
Ages and Stages Questionnaire: Social Emotional (ASQ:SE2)

- 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 English and Spanish concerns
- Birth to 72 months of age



- Challenging and pro-social behaviors Mail out, home visit, interview, online, clinic
 for autism

The Linked System Framework



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

POLL

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)

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

	stions about behaviors children may have are listed on the following that best describes your child's behavior. Also, check the circle					fully and c	heck the
	child's behavior. Answer questions based on your child's usual behavior, not behavior when your child is sick, very tired, or hungn; Cangilyers who know the child well and spend more than 15-20 hours pervsek with the child should complete ASCISE2.	If you have about this	ve any qu s questio u and ple	estions o nnaire, co ase look	aire by: r concerns ntact: forward to ths.	about your	r child or
	Text						
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3.	Does your child talk or play with adults she knows well?		□ z	□ [↓]	198 0×	Ov	_10
4. 1	When upset, can your child calm down within 15 minutes?			Π×	.	(V)	10



5. Does your child like to be hugged or cuddled?		۳	¢×	0.	_10
6. Does your child seem too friendly with strangers?		۰	6] z	Ov	0
7. Does your child settle himself down after exciting activities?		∾	□×	Ov	5
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OVERALL Use the space below for additional comments.	
 Do you have concerns about your child's eating, sleeping, or toileting habits? If yes, please explain: 	🕼 yes 🔘 N
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not eat it. Then, he seems to be in a terrible mood because he's hungry. It's very	hard.
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Does anything about your child worry you? If yes, please explain:	a - 0
 Does anything about your child worry you? If yes, please explain: I'm worried about his language and his tantrums. His tantrums can be intense. 	a 0

Information Summary Sheet

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

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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



ASG-5E-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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POLL

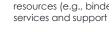
WRAP-UP

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 <u>close to the cutoff</u> are put on a monitoring list to be rescreened **every 3 months**

 ASQ:SE-2 SCORE INTERPRETATION: Review the approximate location of the child check off the area for the score results below. 	's total score on the scoring	g graphic. Then,
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- 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., binde coll foregraph ily for the school and the schoo







Concluding Thoughts

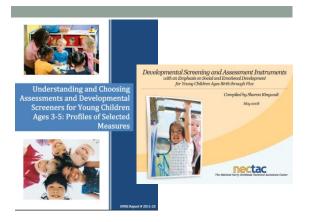
 The use of social emotional screening will help identify social emotional difficulties early, provide more information about what support is needed, and facilitate positive relationships with families



Resources for Supporting Social Emotional Development



www.challengingbehavior.org/



Thank you!

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