ELC Mission and Vision

Mission
To provide the resources, advocacy, leadership, coordination and oversight for early care and education from birth to school-age and to support access to school-age care to ensure children's success in school.

Vision
That all children in Broward County will enter kindergarten socially, emotionally, physically, cognitively and behaviorally ready to learn and families will have comprehensive early care and education services readily available to them in order to be stable and strong.
Overview objectives:

- Understand what is the ASQ-3 and how to use it
- Successfully administer and score the ASQ-3
- Access and comprehend the online system
- Input and submit ASQ-3 scores
- What to do with the ASQ-3 results
- Learn about inclusion services provided by ELC
- Recognize methods of referral for children that have been identified as having a concern
What is the ASQ-3?

- **Screening** tool (not an assessment) for children from two months to 5 ½ years old.
- **Identifies** the strengths and areas of concern in a child’s development.
- **Designed** to be completed by parents or other primary caregivers.
- **Incorporates** parents’ expert knowledge about their children.
- **Best Practice** is for the parent and teacher to complete the screening together.

*We never diagnose a child!!!*
Florida Mandate

Mandated to screen all full-time School Readiness children 0-5 yrs. (Chapter 1002, F.S.)

- Provide age appropriate screening of each child’s development.

Providers Agreement for School Readiness Services:

B.9. Participate in the SR Child Screening Process, as set forth in Rule 6M.4.72, F.A.C. and according to the procedures set by the Coalition. The SR Child Screening Process is designed to identify children in need of further evaluation for special needs. The Provider is responsible for ensuring that all children enrolled in a SR program have, at a minimum, an annual completed Ages and Stages Questionnaire (ASQ) and Ages and Stages Questionnaire-Social Emotional (ASQ-SE) developmental screening in their files conducted within 45 days of enrollment for new children or within 45 days of the child’s birth date. The Provider shall permit persons duly authorized by Family Central and/or the Coalition to provide developmental screening training services off-site or on-site at the Provider's location where SR program services are provided.
Florida Mandate

Mandate to screen all full-time School Readiness children 0-5 yrs. (Chapter 1001, F.S.)

- Provide age appropriate screening of each child’s development.

Providers Agreement for School Readiness Services:

B.9. Providers shall fully participate and cooperate in all aspects of developmental screening and follow-up child assessment, which includes providing updated parent contact information, completing developmental screening checklists (for newly enrolled children within 45 days of enrollment and for all other children within 45 days of the child’s birth date), encouraging parental involvement, and returning developmental screening checklists in the manner required, by the Coalition or their designee. The Provider further agrees to provide relevant feedback on a child’s progress to both the child’s parent/guardian and the Coalition or their designee, gained during the developmental screening process according to procedures identified by the Coalition or its designee.
Parent Engagement

Early care providers and staff are to **encourage** parent participation by emphasizing the **benefits** of the screening tool.
What are some of the benefits of the ASQ-3?

- Can inform family and provider of child’s areas of strengths and possible concerns.
- Can support developmentally appropriate instruction.
- Child can receive intervention strategies for validated concerns.
- Child can receive further assessment as needed.
What are some of the benefits of the ASQ-3?

The Parent

- Facilitates communication between parents and professionals.
- Educates parents about developmental milestones.
- Identifies age appropriate skills and behaviors for their children.
- Incorporates parents’ expert knowledge about their child.
What are some of the benefits of the ASQ-3?

The Provider/Teacher

- Caregivers can recognize specific ways to support a child’s learning needs including behavior concerns.
- First screening identifies the child’s areas of strengths and possible concerns.
- Can foster parental involvement.
- Provides early intervention strategies.
Preparing for the ASQ-3

- Determine the appropriate questionnaire to use
- Review the questionnaire to see what to expect
- Gather materials needed if not available in setting
- Consider the age of the child when gathering materials
- Make sure to choose an adequate time of day
- Best practice is that the ASQ-3 is administered by a parent and teacher
ASQ-3 Questionnaire

Focuses on five developmental domains:

- Communication
- Gross Motor
- Fine Motor
- Problem Solving
- Personal-Social

Six questions per section with three options to choose from: “Yes”, “Sometimes”, and “Not yet”

Questions start easy and increase in difficulty to end at typical skills for that age

Overall Section:

- Not numerically scored
- Looks at quality of skills
  - “Does your baby use both hands equally well?”
  - “No” responses indicate a possible concern
- Gives you opportunity to address any concerns you or parent may have
Getting started in the Provider Portal:

Make sure you have a computer with Internet access, a username and password to access the online Provider Portal.

- Go to the ELC website at: www.elcbroward.com
- Log into Provider Portal using the hexagon shaped “provider portal” button at the top right of the ELC website
- Click on ASQ tab
- Find the child due for a screening
- Click on “DO SCREENING” (the age of the screening form is revealed)
- Determine the correct questionnaire

Make sure that the screening is administered in person and a paper questionnaire must be filled out and filed for each child prior to entering the scores online.
Look for children who are due for a screening:

- Past Due
- Due at end of month
- Not due for a screening

Tip: Check email for any Past Due or Reminder notices!
Select the correct age screening form that corresponds to the child’s chronological age:

Tip: Check this section to be sure to select the correct screening form
Select calendar to determine and enter ASQ-3 screening date:

Tip: Make sure the date the screen was administered is selected, not the date entered.
Enter screening responses from questionnaire in the appropriate boxes:

Tip: Review the results entered to make sure that the responses match what is on the actually screening

Remember to click SUBMIT to make sure ASQ is received
A new feature is now available that will allow you to enter comments under each domain and the Overall section.

The ASQ-3 screening forms will have several sections where comments can be added. If the question includes a comment box, a pencil icon can be seen as an option.

The overall section provides an opportunity to add any additional information about the quality of a child’s skills that were not included in the previous sections. To enter results click “Yes” or “No” and if an explanation was provided, click the pencil to add it.
Portal Update – text boxes

Steps

- Click the pencil icon to enter text
- Click “OK” to save
- To go back to edit information, click the pencil icon again
- The comment box will have the original text for editing
- Click “OK” again to save
- Once screening is submitted, text cannot be edited
- To review entered data, click on the drop down list and select the preferred completed screening form
Portal Update – text boxes

Below is a sample of a 54 month old form showing the opportunity to write an explanation under number 5 and 6, which must now be included in the Portal entry once a screening is completed.

Screening Form

The child says "I want to eat food"

Portal entry
Portal Update – text boxes

Any questions that have a comment entered will appear in green once saved. Any question missing a response will be highlighted in a light pink to alert you that one is missing. Before submitting make sure all information has been entered correctly for each section and child. NO CHANGES CAN BE MADE AFTER SUBMISSION.
Portal Update – text boxes

To view saved screening, click on desired screening under Completed Screenings.

Entered results can be viewed and any entered comments will be highlighted in green.
Results Letter

ASQ-3 Result Letters are in the Provider Portal immediately after a screening is submitted.

Click on “Results” Review, and provide it to the child’s teacher and parent/guardian.

By clicking “OK,” you’re acknowledging that the Results Letter will be reviewed with the parents/guardian of the child.

Click on the RESULTS link to download the Results Letter immediately.
Results Letter

Tip: The Results Letter will be available immediately. If there are difficulties downloading the letter, make sure the latest version of the browser is installed and that security settings aren’t preventing any pop-ups.

If any issues are still experienced, please feel free to contact the Screening and Assessment Coordinator.
Tips for sharing results:

• Discuss the screening results with the family as quickly as possible. The results can be used as a conference meeting tool.
• Sensitively communicate the screening results to the child’s parents, and be sure to ask for parent input during the discussion.
• Have opportunity to respond to any questions or concerns the parents may have.
• Review the scores, emphasizing the child’s strengths. Discuss any concerns indicated in the Overall section.
• Be careful with language used when describing area score results.
• Discuss additional factors that may have affected scores.
• Provide parents with appropriate follow-up information such as additional evaluations or strategies to use at home as needed.
### Activities for Children 36-48 Months Old

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<tr>
<th>Activity</th>
<th>Description</th>
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<tr>
<td><strong>Make a book “about me” for your child.</strong> Save family pictures, leaves, magazine pictures of a favorite food, and drawings your child makes. Put them in a photo album, or glue onto sheets of paper and staple together to make a book.</td>
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<td><strong>Make a bird feeder using peanut butter and bird seed.</strong> Help your child find a pine cone or a piece of wood to spread peanut butter on. Roll in or sprinkle with seeds and hang in a tree or outside a window. While your child watches the birds, ask her about the number, size, and color of the different birds that visit.</td>
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<td><strong>Grow a plant.</strong> Choose seeds that sprout quickly (beans or peas), and together with your child place the seeds in a paper cup, filling almost to the top with dirt. Place the seeds 1/2 inch under the soil. Put the cup on a sunny windowsill and encourage your child to water and watch the plant grow.</td>
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<td><strong>Before bedtime, look at a magazine or children’s book together.</strong> Ask your child to point to pictures as you name them, such as “Where is the truck?” Be silly and ask him to point with an elbow or foot. Ask him to show you something that is round or something that goes fast.</td>
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<td><strong>Play a matching game.</strong> Make two sets of 10 or more pictures. You can use pictures from two copies of the same magazine or a deck of playing cards. Lay the pictures face up and ask your child to find two that are the same. Start with two picture sets and gradually add more.</td>
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<td><strong>While cooking or eating dinner, play the “more or less” game with your child.</strong> Ask who has more potatoes and who has less. Try this using same-size glasses or cups, filled with juice or milk.</td>
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<td><strong>Cut out some large paper circles and show them to your child. Talk with your child about things in her world that are “round” (a ball, the moon). Cut the circle in half, and ask her if she can make it round again. Next, cut the circle into three pieces, and so forth.</strong></td>
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<td><strong>During bath time, play Simon Says to teach your child names of body parts.</strong> First, you can be “Simon” and help your child wash the part of his body that “Simon says.” Let your child have a turn to be “Simon,” too. Be sure to name each body part as it is washed and give your child a chance to wash himself.</td>
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<td><strong>Talk about the number 3. Read stories that have 3 in them (The Three Billy Goats Gruff, Three Little Pigs, The Three Bears). Encourage your child to count to 3 using similar objects (rocks, cards, blocks). Talk about being 3 years old. After your child gets the idea, move up to the numbers 4, 5, and so forth as long as your child is interested.</strong></td>
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<td><strong>Put out several objects that are familiar to your child (brush, coat, banana, spoon, book). Ask your child to show you which one you can eat or which one you wear outside. Help your child put the objects in groups that go together, such as “things that we eat” and “things that we wear.”</strong></td>
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<td><strong>When your child is getting dressed, encourage her to practice with buttons and zippers.</strong> Play a game of Peekaboo to show her how buttons go through the holes. Pretend the zipper is a choo-choo train going “up and down” the track.</td>
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<td><strong>Practice following directions.</strong> Play a silly game where you ask your child to do two or three fun or unusual things in a row. For example, ask him to “Touch your elbow and then run in a circle” or “Find a book and put it on your head.”</td>
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<td><strong>Encourage your child’s “sharing skills” by making a play corner in your home. Include only two children to start (a brother, sister, or friend) and have a few of the same type of toys available so that the children don’t have to share all of the time. Puppets or blocks are good because they encourage playing together. If needed, use an egg or oven timer with a bell to allow the children equal time with the toys.</strong></td>
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<td><strong>Listen for sounds. Find a cozy spot, and sit with your child. Listen and identify all of the sounds that you hear. Ask your child if it is a loud or soft sound. Try this activity inside and outside your home.</strong></td>
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<td><strong>Make an adventure path outside. Use a garden hose, rope, or piece of chalk and make a “path” that goes under the bench, around the tree, and along the wall. Walk your child through the path first, using these words. After she can do it, make a new path or have your child make a path.</strong></td>
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<td><strong>Find large pieces of paper or cardboard for your child to draw on. Using crayons, pencils, or markers, play a drawing game where you follow his lead by copying exactly what he draws. Next, encourage your child to copy his drawings, such as circles or straight lines.</strong></td>
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<td><strong>When reading or telling a familiar story for bedtime, stop and leave out a word. Wait for your child to “fill in the blank.”</strong></td>
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<td><strong>Make a necklace you can eat by stringing Cheerios or Froot Loops on a piece of yarn or string. Wrap a short piece of tape around the end of the string to make a firm tip for stringing.</strong></td>
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<td><strong>Listen and dance to music with your child. You can stop the music for a moment and play the “freeze” game, where everyone “freezes,” or stands perfectly still, until you start the music again. Try to “freeze” in unusual positions for fun.</strong></td>
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<td><strong>Make long scarves out of fabric scraps, old dresses, or old shirts by tearing or cutting long pieces. Use material that is lightweight. Hold on to the edge of the scarf, twirl around, run, and jump.</strong></td>
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NEXT STEPS:
Follow-up services

**Typical**: A score above the cut-off means that the child seems to be developing like other children his/her age. It is best practice to complete a screen corresponding to the child’s next birthdate unless concerns are realized prior to this period.

**Monitor**: A score close to the cut-off means that the child’s development should be monitored over time. If three or more areas score in the monitor zone, intervention activities will be provided by the child’s early learning provider and shared with the parent to engage with the child at home. Follow-up services may also be provided to the early learning provider and the family by the ELC’s Inclusion Specialist.

**Concern**: A score below the cut-off means that there may be some concerns about the child’s development. The child’s early learning provider should contact the parent to validate concerns and discuss next steps to help the child in his/her area(s) of concern.

*It is best practice that if the child’s results show a concern score, the early learning provider will discuss a referral for further evaluation to the Broward County School Board, Florida Diagnostic Learning Resource System/Child Find:*
Who will provide these resources?

Inclusion Specialist can provide:
- Child observation and teacher interviews
- Develop classroom strategies/interventions
- Provide intervention and follow-up activities for families
- Community Referrals as needed to ChildFind/Early Steps or FDLRS

The warm line number is (954) 724-7540

Early Learning Coalition – Warm-Line
Is a telephone number to provide assistance and consultation to providers and parents for **ALL** children who parent or teacher has a developmental concerns.

- Mandate – Florida Statute 1002.92
- A service to assist providers and parents concerned about a child’s development.
- Allows inclusion specialist to provide advice to child care personnel concerning strategies, curriculum, and environmental adaptations that allow a child with a disability or special need to derive maximum benefit from child care services.
Ages & Stages Questionnaire- Social Emotional (ASQ-SE)
Referrals

Early Steps Program (birth to 36 months)
Broward County 954-728-1083
http://childrensdiagnostic.org/services/early-steps/

Child Find Program (36 months and older)
FDLRS-Florida Diagnostic and Learning Resources System
Broward County 754-321-7200
Contact us

Linsey Brewster—Screening and Assessment Coordinator
lbrewster@elcbroward.org 954-449-4341

Inclusion:
Call the Warm-Line
954-724-7540

Screening & Assessment
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Questions/Comments