

DEVELOPMENTAL SCREENING: Linkages to Resources



EARLY SCREENING, BETTER OUTCOMES:
Developmental Screening & Referral Toolkit
for Pediatric Medical Clinics





Next Steps After Developmental Screening

- All parents need developmental guidance with:
 - What to expect next in their child's development
 - Ways they can support their child's development
- Some parents may need more, such as:
 - Referral for a thorough evaluation
 - Resources for help in different areas of development
 - Family supports

Developmental Guidance

- **Learn the Signs: Act Early**

- Give **all parents** the *Milestones Moments* booklet.
- Review with them the appropriate page for their child's age:
 - Discuss the milestones that their child has reached.
 - Discuss the ideas for activities they can do at home.
- Encourage them to look ahead at the milestones coming up next for their child.
- If the parent has a cell phone, encourage them to download the Milestones Tracker app. This is an app version of the *Milestones Moments* booklet.

- **Vroom**

- Vroom can be downloaded as an app and provides science-based video examples of ways to connect with your child and support their development.

Screening and Referral Algorithm

- When delays are identified on the screening tool, the algorithm on the next pages provides guidance about where to make referrals.



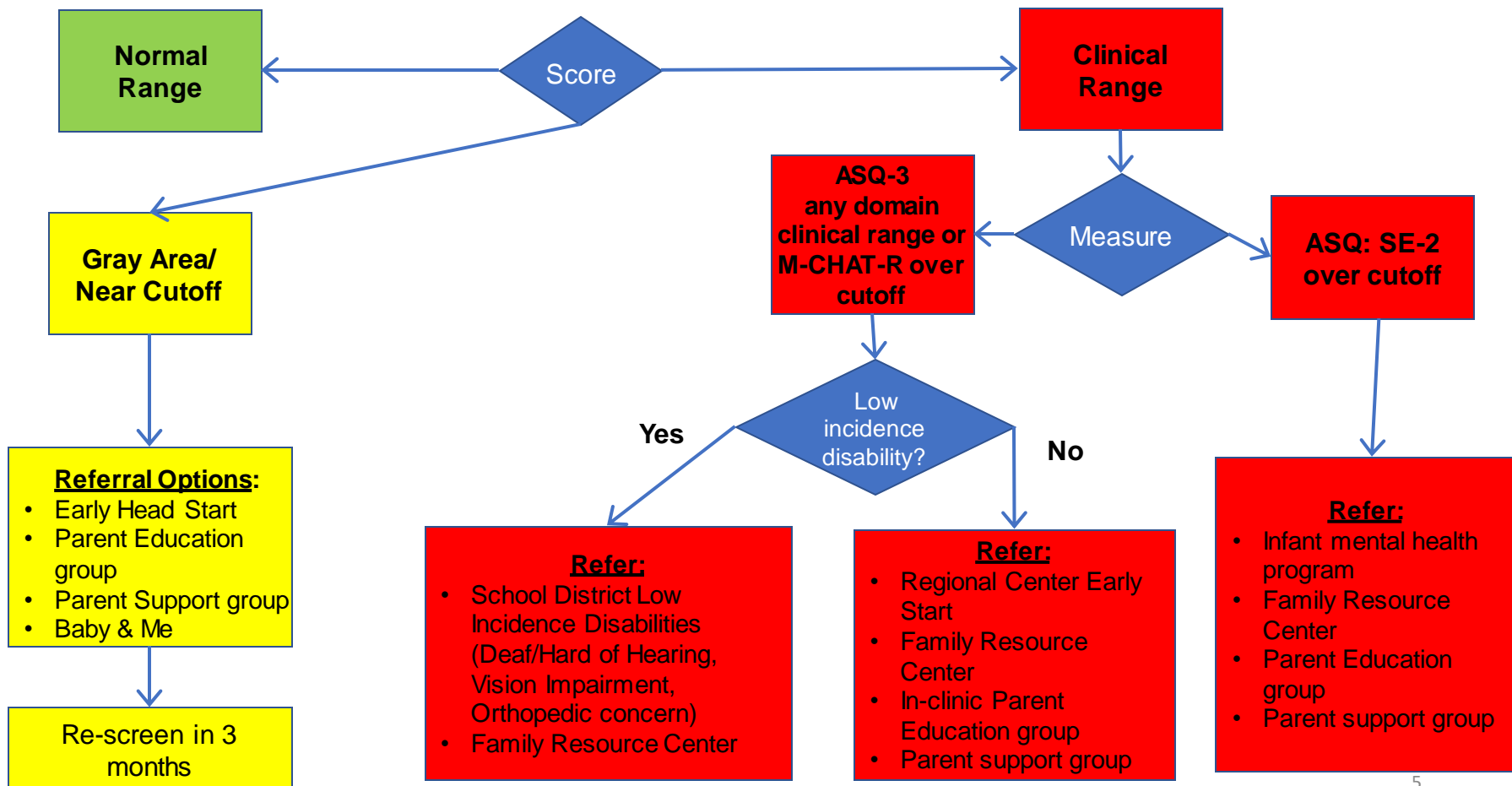
Screening and Referral Algorithm: Birth through 2 Years

ASQ-3

ASQ:SE-2

M-CHAT-R (16mo.-30 months)

All: review screening results and Milestones Moments Booklet with parent

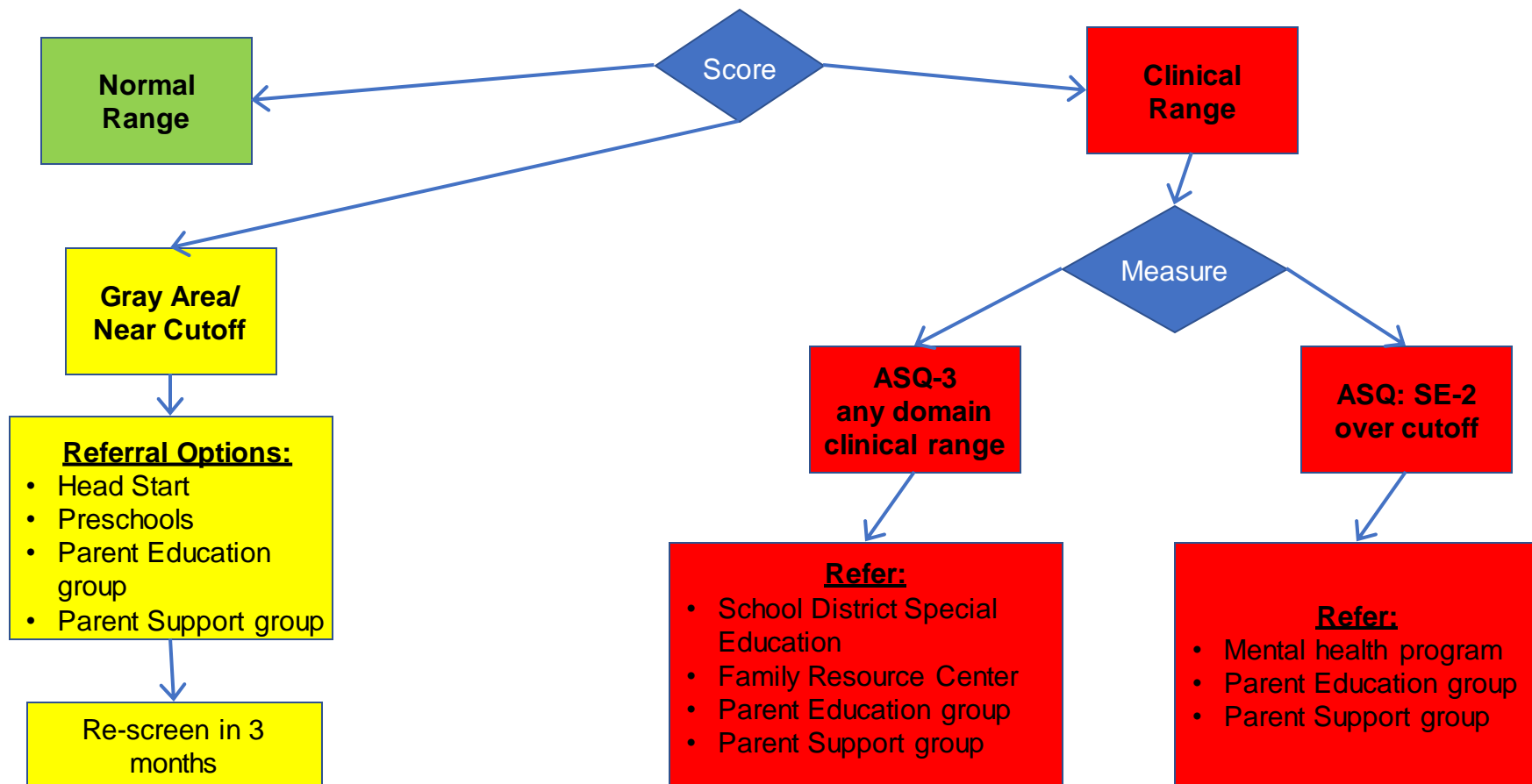


Screening and Referral Algorithm: 3 through 5 Years

ASQ-3

ASQ:SE-2

All: review screening results and Milestones Moments Booklet with parent





Early Intervention Services

- Early intervention services are for children birth to age 3
- In California, the early intervention program is called “Early Start.”
- Eligibility in California:
 - Developmental delay in one or more domains (cognitive, communication, social-emotional, adaptive, physical/motor)
 - Established risk condition that is likely to lead to delayed development
 - High risk due to combination of risk factors (e.g. low birthweight, prematurity, low Apgar scores, prenatal substance exposure, accident or illness)
- Services are based on an Individualized Family Service Plan and may include, for example:
 - Speech therapy
 - Occupational therapy
 - Physical therapy
 - Child development
- Services are usually provided in the home, but sometimes center-based programs are also available



Understanding Regional Center Eligibility

- **Before age 3: “Early Start”**
 - Developmental delay, but no diagnosis needed
 - Children at high risk for developmental delay may also be eligible
- **After age 3 (Lanterman Developmental Disabilities Services):**
 - Must have diagnosis of autism, intellectual disability, cerebral palsy, or epilepsy AND functional impairment
 - Or, meet criteria for “5th category”—conditions requiring services similar to those with intellectual disability



Special Education

- Children ages 3 and older who have developmental delays, should be referred to Special Education for an evaluation.
- If an eligible condition is identified, the school will work with the parent to develop an Individualized Education Plan (IEP).
- Parents should request the evaluation in writing.
- Some school districts have a special evaluation unit for preschool-age children.
- If a child is already enrolled in early intervention, they will assist with transition to preschool.

Behavioral Health Services



- Infant and early childhood mental health services for children birth through age 5 are effective for young children and families who...
 - Experience traumatic events
 - Show dysregulation, such as excessive crying, sleeping, eating
 - Develop challenges in attachment relationships
 - Exhibit behavioral challenges or aggression
 - Encounter difficulties forming relationships with peers
 - Have trouble separating from parent for school or daycare
 - Experience difficulties with learning, school behaviors, attention to tasks
- Mental health services for young children always include the parents/caregivers in the interventions



Behavioral Health Services Through Health Insurance

- The Affordable Care Act mandates coverage for behavioral health services.
- All state Medicaid programs provide some mental health services.
- Most states now have laws that require insurance coverage of autism behavioral services.
- Families and providers can start by calling the Managed Care Health Plan to request mental health services or behavioral intervention for autism.



Specialty Mental Health Programs

- Early and Periodic Screening, Diagnostic, and Treatment benefit (EPSDT)
 - Federal benefit for children < 21 years with Medicaid
 - Includes mental health services for children when “medically necessary”
- In California, specialty mental health services are funded through contracts with county mental health departments
- Many providers now specialize in infant and early childhood mental health.



Practice Vignettes: Where Do You Refer?

- Brandon, 18 months old, scored in the problem area (black) for Communication on the ASQ-3.
- Carla, 3 months old, scored in the problem area (black) for Gross Motor on the ASQ-3.
- Jason, 16 months old, scored in the problem area (black) for Personal-Social on the ASQ-3, and over the cutoff for the ASQ: SE



Practice Vignettes: Where Do You Refer?

- Juanita, 6 months old, scored in the gray area for Gross Motor, Fine Motor, and Problem-Solving on the ASQ-3.
- David, 8 months old, scored in normal range on the ASQ-3, close to the cutoff on the ASQ:SE-2, and his mother is tearful.
- Raymond, 4 years old, scored in the problem area (black) for Communication on the ASQ-3, and over the cutoff for the ASQ: SE-2.



Practice Vignettes: Where Do You Refer?

- Jaylinn, 24 months old, scored in the gray area for Communication on the ASQ-3.
- Deondre, 3 ½ years old, scored in the problem area (black) on the ASQ-3 in all domains, and over the cutoff on the ASQ:SE-2.
- Ricardo, 9 months old, scored in the problem area (black) for Communication and Problem-Solving on the ASQ-3, and he has a severe vision impairment.



Practice Vignettes: Where Do You Refer?

- Hailey, 4 years old, scored in the normal range in all areas; her mother would like her to start preschool.
- Patricia, 2 years old, scored in the normal range in all areas, but her mother tells you that Patricia cries all the time since her father got deported two months ago, and the family is having financial problems.



Tell Parent What to Expect Next: Referrals to Regional Center

- Regional center has 15 days to complete the initial intake appointment.
- The regional center has 45 days to complete assessment for children birth to age 3, or 120 days for older children.
- Regional center will call parent to set up initial intake.
- It's important for the parent to call to reschedule if they cannot make any appointments.
- Tell the parent to call you if they do not hear from the intake person or if they have trouble in the process.
- Tell parent you will follow up to check in on how the intake went.

Discussion: Regional Center Referrals

- Which regional centers have you referred to before?
- What challenges have parents encountered?
- What have you found helpful?





Tell Parent What to Expect Next: Referrals to School District

- School district has 15 days to respond to request for assessment (during the school year)
- School district will give parent assessment plan
- Parent needs to sign plan and return it
- School then has 60 days to complete the assessment and hold IEP meeting
- Very important for parent to attend the IEP meeting to hear about what the district is recommending and what their options are
- If the parent is not comfortable signing the plan at the IEP meeting, they can ask to bring it home to discuss with their family members or others before signing

Discussion: Special Education Referrals

- What school districts have you referred to?
- What referral processes have worked well?
- What barriers have you encountered?





Warm Hand-Off

- Referrals work better with a “warm hand-off.”
- Help the parent make the phone call while you are with them.
- Practice with them what they are going to say.
- Be there to help if they get stuck.
- Be there to talk about how the call went, and what they can do next.
- Give them written information to take home to help complete the connection.
- Ask if you can call back to see how the referral went.


Written Information When Referring

- Give parent:
 - Copy of the summary page of the ASQ-3 and ASQ: SE-2
 - Letter or form for parent to give Regional Center or school including information such as:
 - Date of screening
 - Address and phone number of the agency you are referring to
 - Reason for the referral (reference the ASQ results)
 - Your name and phone number



Follow-Up Coordination

- When making the referral, ask the parent to sign an authorization to release information between your agency and the agency you are providing a referral to.
- Then you can more easily follow up to get the results of the other agency's evaluation.



After the Screening: Children Referred to Regional Center or Special Education

Contact family in two weeks to check status.

- If parent has not been in contact with Regional Center/school, discuss barriers
 - Is parent unsure about whether the services are needed? Discuss again your concerns.
 - Has parent been waiting for a call? Encourage parent to call again (with you if possible).
 - Has parent had difficulty getting through on phone to Regional Center? Encourage parent to walk in and request intake.
 - Follow up again in two weeks
- Has parent started intake process?
 - Discuss their experience; address any questions.
 - Make sure they understand next steps and the timeline.
 - Help parent access documents requested.

Request records from the agency and include in chart results of evaluation and services planned.

Need More Help?



Early Start: (800) 515-BABY (2229)

Special Education:

- Complaint Response Unit (LAUSD) (800) 933-8133

All:

- Disability Rights California and the Office of Clients Rights Advocacy (www.disabilityrightsca.org)
- Special Needs Network (www.snnla.org)
- Learning Rights Law Center (www.learningrights.org)

Family Resource Centers (FRCs)

- 47 Early Start family resource centers in California provide **parent-to-parent support, outreach, information and referral** services to families of children with disabilities and the professionals who serve them.
- All Early Start FRCS serve families of children **birth to three**
- Many have **enhanced funding** that allows them to serve families of children with developmental disabilities over the age of three
- <http://www.frcnca.org/>

Ethnic-Focus Parent Education, Support and Advocacy Organizations



- Fiesta Educativa, Inc.
<http://fiestaeducativa.org/>
- Fuerza, Inc.—Familias Unidas en Respuesta al Síndrome Down y otras Alteraciones
<http://www.fuerzainc.org/>
- Chinese Parent Association for the Disabled (CPAD) <http://www.cpad.org/>
- Japanese Speaking Parents Association for Children with Challenges (JSPACC)
 - <http://www.jspacc.org/english.html>

Disability-Specific Organizations

- Autism Speaks <http://www.autismspeaks.org/>
- Foothill Autism Alliance
<http://www.foothillautism.org/>
- Armenian Autism Outreach Project
<http://www.armenianautismoutreach.org/aboutus.php>
- Down Syndrome Association of Los Angeles
<http://www.dsala.org/>
- Fragile X Association of Southern California
<http://www.fraxsocal.org/>