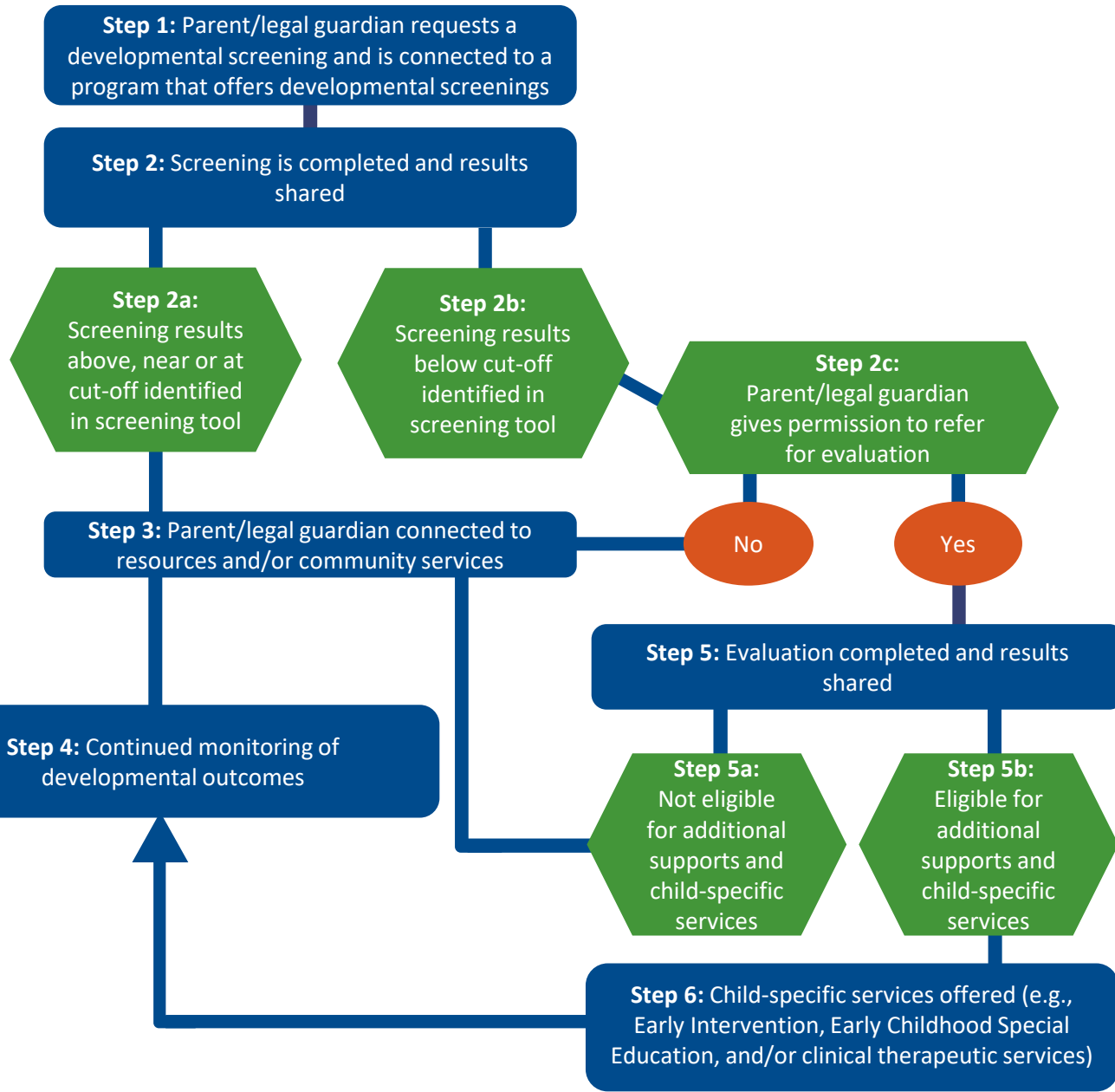


# Developmental Screening Process for Children Birth to Kindergarten Entry

*This document was created in collaboration with the University of Missouri – Columbia and The Missouri Chapter, American Academy of Pediatrics*



# Developmental Screening Process for Children Birth to Kindergarten Entry

## Instruction Guide

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### **Step 1: Parent/legal guardian requests a developmental screening and is connected to a program that offers developmental screenings**

Parents/legal guardians can request a developmental screening from a healthcare provider or connect with trained early childhood professionals who can provide a screening through a child care center, preschool or community based program or local school district parent education program.

### **Step 2: Screening is completed and results shared**

A developmental screening should be completed annually using a recommended tool for general development and social and emotional development; [Dial-4](#), [ASQ-3](#) & [ASQ:SE-2](#), [Brigance Early Childhood Screens III](#), [DECA-I](#), [DECA-T](#), or [DECA-P2](#) for all children birth to Kindergarten entry. Screenings may be completed more frequently based on the recommendations of the child's health care provider or early intervention specialist using additional screening tools.

- **Step 2a: Screening results above, near or at cut-off identified in screening tool**

Supports should be offered to every parent/legal guardian such as activities and developmental guides appropriate for each age interval of the child. Some of these materials may be available from the screening tool publisher or the professional administering the screening tool.

- **Above Cut-off**

- If the child screened is above the developmental screening tool established cut-off then they should receive continued developmental monitoring along with an annual screening to follow-up on continued health and development. The parent/legal guardian should be provided with resources and/or community services to continue to support the child's health and development.

- **Near or At Cut-off**

- If the child screened is near or at the developmental screening tool established cut-off then the child's development should be more closely monitored. The parent/legal guardian should be provided with resources and/or community services to continue to support the child's health and development. The parent/legal guardian should seek the assistance of a professional in two to three months if the child is not making progress in their development and the child should be rescreened according to the screening tool protocol to determine if further evaluation is needed.

- **Step 2b: Screening results below cut-off identified in screening tool**

Parent/legal guardian is asked if they give permission to allow for an evaluation to determine eligibility for child-specific services such as Early Intervention, Early Childhood Special Education (ECSE) and/or therapeutic services. Children who score below the cut-off should be rescreened according to the screening tool protocol administered or recommendations from their child's health care provider or early intervention specialist.

- **Step 2c: Parent/legal guardian gives permission to refer for evaluation**

- **If No**, proceed to **Step 3**
  - **If Yes**, proceed to **Step 5**

### **Step 3: Parent/legal guardian connected to resources and/or community services**

Once the screening is completed, results are shared with the parent/legal guardian regarding their child's development. Parents/legal guardians should be provided with recommendations that will continue to support their child's health and development with emerging skills through parent/child interactions in the home or by participating in activities or services in their community.

Community services may include home visiting programs, child care programs, early childhood programs, health care provider visits, pediatric/medical clinics, and local health departments. Community resources may include playgroups, local library activities, and parent support groups. Participation in community services and resources will allow for continued developmental monitoring of the child over time to assist in kindergarten readiness. The parent/legal guardian may also choose to seek out therapeutic services through a health care provider.

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Screenings should be completed annually for all children birth to Kindergarten entry. Children who have been screened and scored near, at or below the cut-off and were found not eligible for additional child-specific services should be rescreened more frequently according to the screening tool protocol.

### **Step 4: Continued monitoring of developmental outcomes**

Families, early care and education professionals, and health care providers should work together to continue to monitor a child's development. Developmental milestones give families a way to continue to monitor and encourage a child's continued growth and learning. There should be follow-up on all screening results to ensure families are receiving the necessary services and supports to ensure successful and optimal developmental outcomes for children so they may be ready for kindergarten. For more information on monitoring developmental milestones visit the Missouri Early Connections [Understanding Child Development web page](#).

### **Step 5: Evaluation completed and results shared**

Evaluation and assessment tools are used to identify delays in any of the five developmental areas, Cognitive, Communication, Social Emotional Development, Physical Development, and Adaptive Behavior. Results from the evaluation or assessment are used to identify the need for Early Intervention, Early Childhood Special Education, and/or clinical therapeutic services as part of the Individuals with Disabilities Act (IDEA).

- **Step 5a: Not eligible for additional supports and child-specific services**
  - If Not Eligible, proceed to Step 3.
- **Step 5b: Eligible for additional supports and child-specific services**
  - If Eligible, proceed to Step 6

### **Step 6: Child-specific services offered (e.g., Early Intervention, Early Childhood Special Education, and/or clinical therapeutic services)**

Once a child is determined eligible for appropriate services then a plan is developed with the parent/legal guardian to determine goals, child outcomes, and identify the direct services needed for the child. The plan developed for children birth to age three as part of Early Intervention services is known as an Individualized Family Service Plan (IFSP). The plan developed for children receiving services at age three to Kindergarten entry as part of Early Childhood Special Education is known as an Individualized Education Program (IEP).

Once a child's IFSP or IEP is finalized, then services will begin. Parent/legal guardians have the option to use clinical therapeutic services along with Early Intervention/ECSE services or opt to privately pay for services. Children eligible for child-specific services may have additional assessments to monitor their development of a specific outcome or goal identified in their service plan.

