



Developmental and Social-Emotional Screening and Referral

Training Slides and Notes for Minnesota's Public Screening Programs and Staff. Current as of June 2022

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Land Acknowledgement

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference.

We begin this effort to acknowledge what has been buried by honoring the truth. We are standing on the ancestral lands of the Dakota people. We want to acknowledge the Dakota, the Ojibwe, the Ho Chunk, and the other nations of people who also called this place home. We pay respects to their elders past and present. Please take a moment to consider the treaties made by the Tribal nations that entitle non-Native people to live and work on traditional Native lands. Consider the many legacies of violence, displacement, migration, and settlement that bring us together here today. Please join us in uncovering such truths at any and all public events.*

*This is the acknowledgment given in the USDAC Honor Native Land Guide – edited to reflect this space by Shannon Geshick, MTAG, Executive Director Minnesota Indian Affairs Council

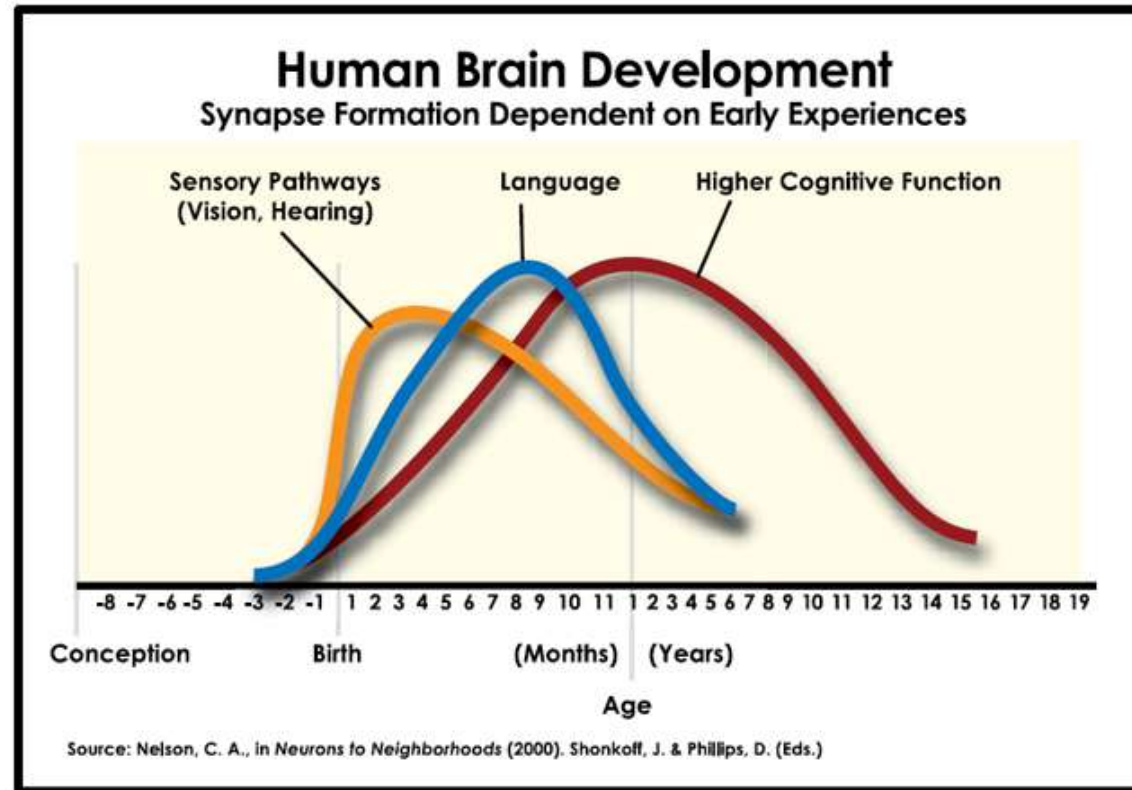
The Fine Print

- These slides are intended as a resource for Minnesota public screening programs for staff training. While it may be useful to others, some information is specific to Minnesota's early childhood system.
- Content is approved by the Minnesota Departments of Education, Health and Human Services – please do not change content; however, you may eliminate slides that do not pertain to your program or your training purposes.
- Refer to the [Developmental and Social-Emotional Screening Training webpage \(www.health.state.mn.us\)](http://www.health.state.mn.us) for more detailed instructions, updated slides, and related handouts.
- We recommend sending these out electronically in order for users to access URLs.
- Do NOT copy or use the photos in these slides for other purposes or outside of this training content.

By the end of this training, participants should be able to:

1. Identify ways to provide family-centered, equitable, culturally responsive, and high-quality screening services.
2. Identify recommended, standardized screening instruments for their program.
3. Explain next steps when a concern is identified, including talking with families, referral, and follow through.
4. Identify local partners with whom they can coordinate to help support healthy child development and family well-being.

Early Childhood Brain Development



- [Center on the Developing Child, Harvard University \(developingchild.harvard.edu\)](http://developingchild.harvard.edu)

The Importance of Early Intervention

- In the first 3 years of life, the child's brain is:
 - Developing rapidly
 - More sensitive
 - More responsive to intervention



Child Development

- Fine and gross motor
 - How children move their bodies and use their hands
- Communication and language
 - How children understand and communicate with others
- Cognitive
 - How children explore, learn, think and figure out how to solve problems
- Social and emotional
 - How children feel, behave and relate to others



Social-Emotional Development (Or, Infant and Early Childhood Mental Health)

- All in the context of family, community and culture:
 - Relationships
 - Emotional regulation
 - Security and exploration
- [Zero to Three \(zerotothree.org\)](http://zerotothree.org)



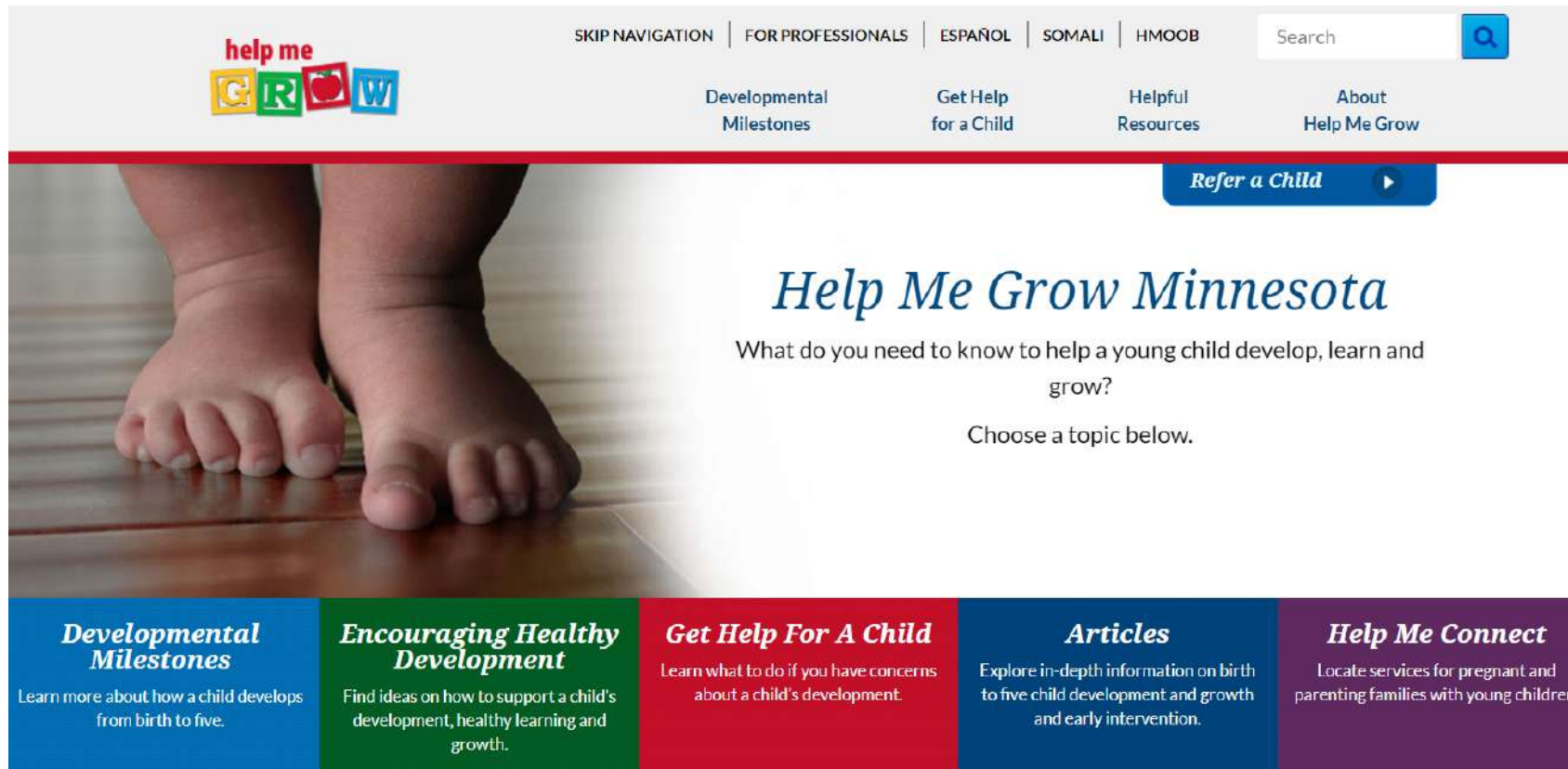
Family-Centered Care



Promoting Healthy Development




Help Me Grow




- [Help Me Grow MN \(helpmegrowmn.org\)](http://helpmegrowmn.org)

CDC's Learn the Signs, Act Early





 Centers for Disease Control and Prevention
CDC 24/7: Saving Lives, Protecting People™

[A-Z Index](#)




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Learn the Signs. Act Early.

Help your child grow and thrive

   **Download CDC's free
Milestone Tracker app**
One million downloads and counting!

 Track & Share Milestones |  Get Tips & Activities |  Learn When to Act Early

Learn more at cdc.gov/MilestoneTracker

[Español \(Spanish\)](#)

- [CDC's Learn the Signs, Act Early \(cdc.gov\)](https://cdc.gov)

CDC Positive Parenting Tips

Child Development

Child Development

Child Development

Child Development

Child Development Basics +

Developmental Screening +

Positive Parenting Tips —

Infants (0-1 year)

Toddlers (1-2 years)

Toddlers (2-3 years)

Preschoolers (3-5 years)

Middle Childhood (6-8 years)

Positive Parenting Tips

[Español \(Spanish\)](#)



As a parent you give your children a good start in life—you nurture, protect and guide them. Parenting is a process that prepares your child for independence. As your child grows and develops, there are many things you can do to help your child. These links will help you learn more about your child's development, positive parenting, safety, and health at each stage of your child's life.


- [CDC Positive Parenting Tips \(cdc.gov\)](https://www.cdc.gov/positiveparenting/)

Help Families Thrive with Help Me Connect



- New online service navigator
- Connect pregnant and parenting families with young children, birth to 8 years of age to local community services that support healthy child development and family well-being
- Search by keywords or content area (11 categories)
- Filter by location (city, county, home address)
- Create an account and save favorites
- Mobile friendly

Zero to Three Parent Resources

**ZERO to THREE**
Early connections last a lifetime

About Us ▾Explore Our Topics ▾[Find Resources & Services](#) ▾Support Our Work ▾


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Parent Favorites

A collection of our highest trending resources for parents.

There is no such thing as a perfect parent. Parenting is an ongoing process of learning who your individual child is and what he needs to thrive.



Our resources are designed to help you tune in to what makes your child tick, and to guide you in thinking about the best way to meet your child's individual needs.

IN THIS SERIES

1. [Ages and Stages](#)
2. [Social-Emotional Development](#)
3. [Early Learning](#)
4. [Play](#)
5. [Challenging Behavior](#)
6. [Sleep](#)
7. [Positive Parenting Approaches](#)
8. [Brain Development](#)

- [Zero to Three Parent Resources \(zerotothree.org\)](https://zerotothree.org)

Support for Parents in Your Community (slide 1 of 2)

- Early Childhood Family Education (ECFE)
- Head Start and Early Head Start
- Cultural, faith-based and other community-based parenting groups
- For children with developmental concerns or special health needs:
 - Parent-to-parent networks such as [Family Voices \(Parent-to-Parent of Minnesota, familyvoicesofminnesota.org\)](https://familyvoicesofminnesota.org), [PACER \(pacer.org\)](https://pacer.org), [Hands and Voices \(mnhandsandvoices.org\)](https://mnhandsandvoices.org)
 - Other condition-specific groups and organizations

Support for Parents in Your Community (slide 2 of 2)

- [Family Home Visiting \(health.state.mn.us\)](https://health.state.mn.us)
- [Follow Along Program \(health.state.mn.us\)](https://health.state.mn.us)
- [Primary care/health care provider \(mn.gov\)](https://mn.gov)
- [Parent Support Outreach Program \(PSOP\) \(mn.gov\)](https://mn.gov)
- [Early Childhood Mental Health providers \(mn.gov\)](https://mn.gov)
- If families are in need of mental health services and there is a long wait time, then refer to primary health care provider and local public health home visiting.

What Can Interrupt Healthy Development?

- Biological reasons
- Disruptions in relationships with primary care givers
- Exposure to trauma
- Social/environmental stressors, racism, poverty
 - [Neurons to Neighborhoods \(nap.nationalacademies.org\)](http://nap.nationalacademies.org)
 - [ACE Study \(cdc.gov\)](http://cdc.gov)

What About Trauma Questions?

- We recommend that providers ask the following questions, as they are not included in the ASQ:SE.
 - Has your child ever experienced anything stressful or traumatic in the past year?
 - If so, what was it? When did it happen?
 - Did you get any support?
 - Would you like some support, I can connect you with a colleague (friend) who can support both you and your child around this stressor.

Long-Term Effects of Adverse Childhood Experiences (ACEs)

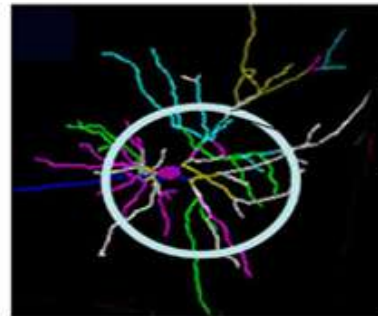
The Effects of Trauma and Adversity on the Brain



Center on the Developing Child
HARVARD UNIVERSITY

Persistent Stress Changes Brain Architecture

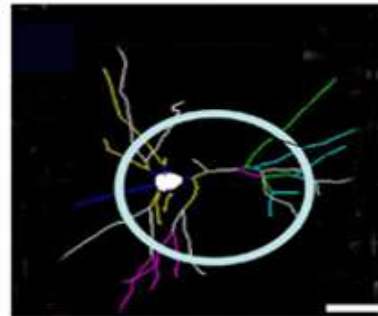
Normal



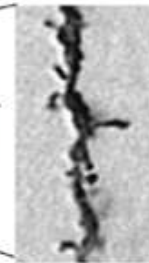
Typical neuron—
many connections



Toxic
stress



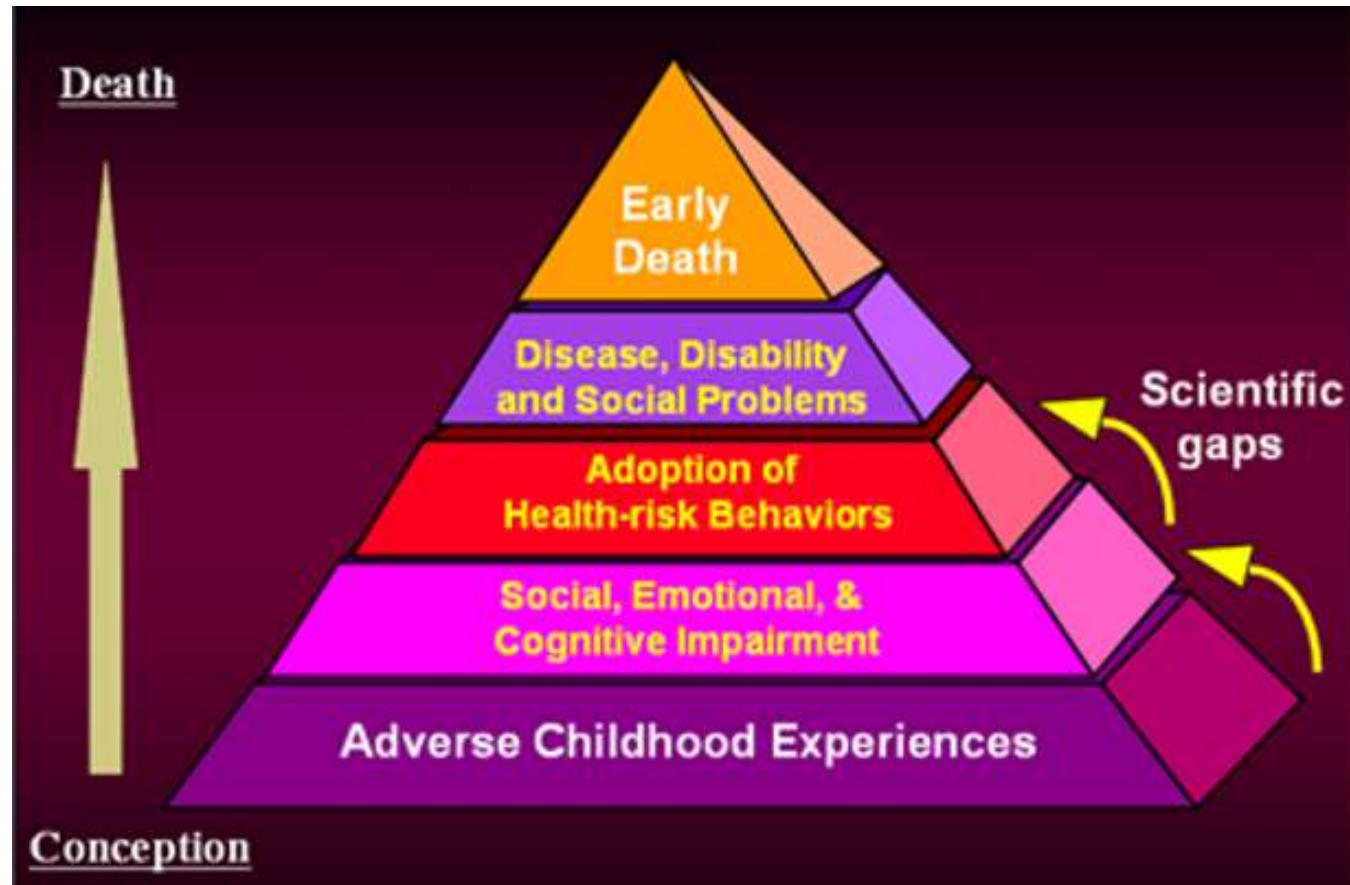
Damaged neuron—
fewer connections



Prefrontal Cortex and
Hippocampus

Sources: Radley et al. (2004)
Bock et al. (2005)

Adverse Childhood Experiences (ACEs)

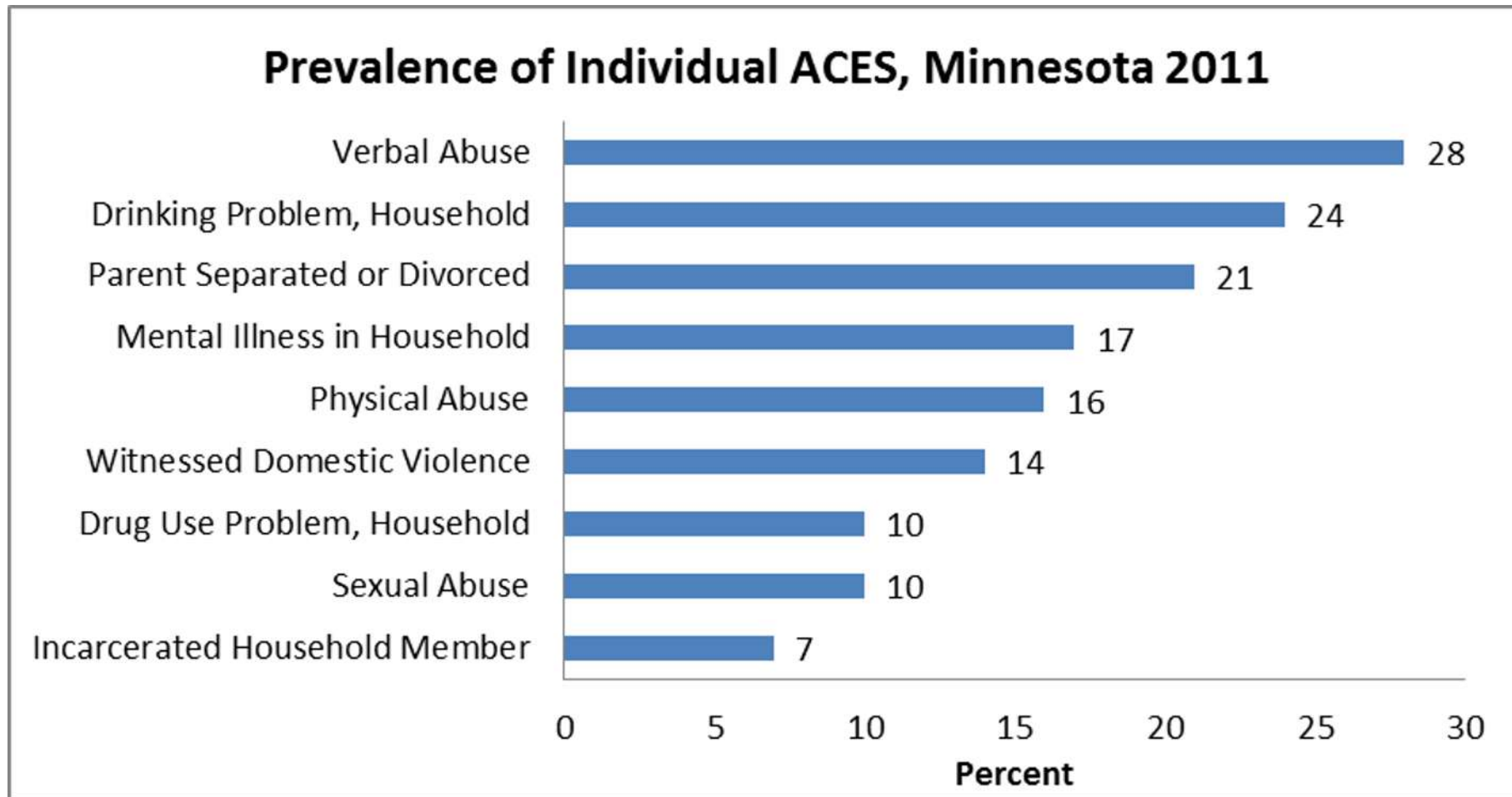


- [ACE Study \(cdc.gov\)](https://www.cdc.gov/ace)

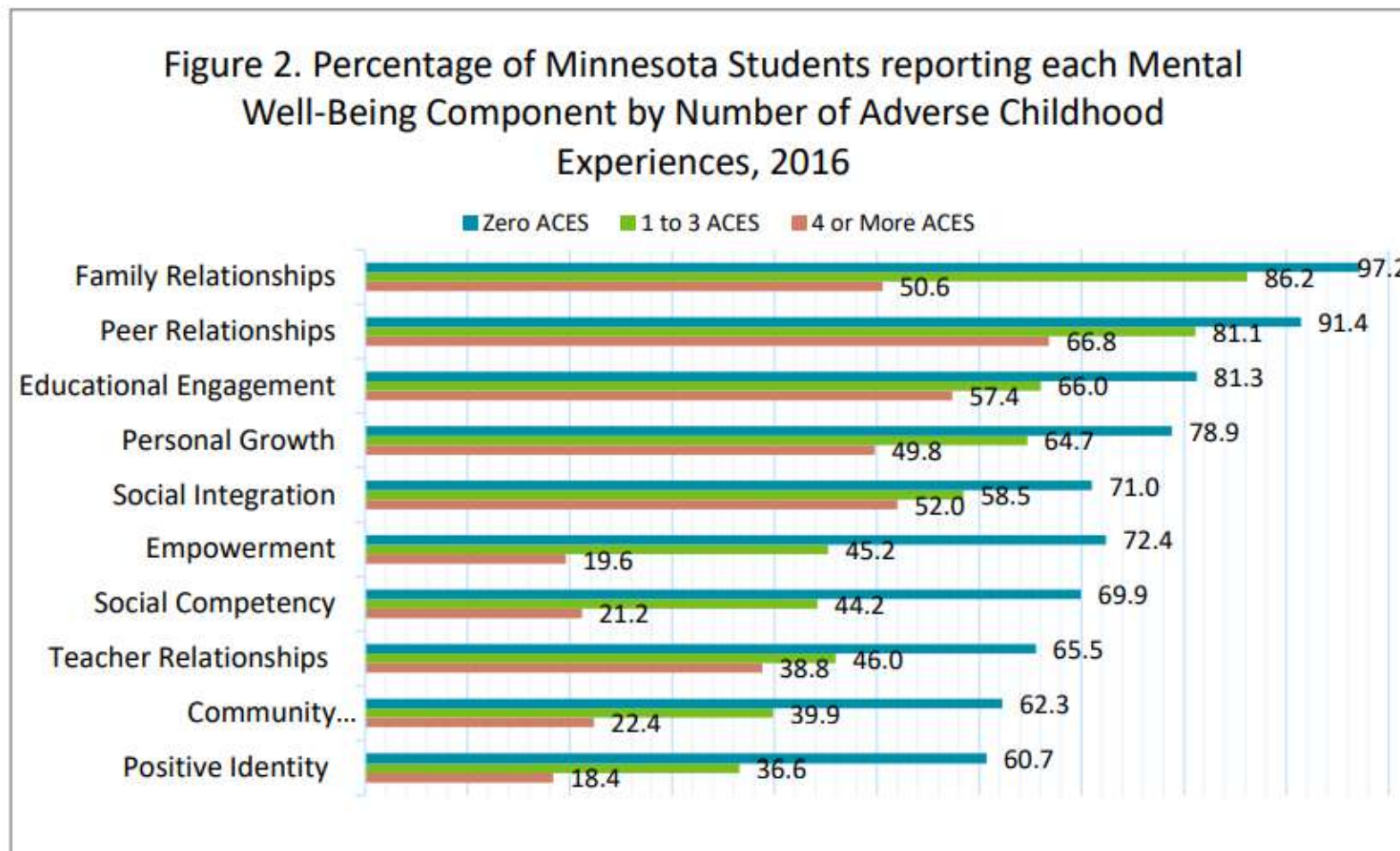
10 ACEs Studied:

- Childhood abuse
 - Emotional
 - Physical
 - Sexual
- Neglect
 - Emotional
 - Physical
- Household dysfunction:
 - Witnessing domestic violence
 - Alcohol or other substance abuse
 - Mentally ill or suicidal household members
 - Parental marital discord
 - Crime in the home/ imprisonment

ACEs in Minnesota (BRFSS 2011)



Minnesota Students With More ACEs Have Less Opportunities to Thrive



Source: Minnesota Student Survey, 2016

Standardized Screening

What Is Screening?

- Quick and simple check of child health and development – for *all* children
 - Uses standardized tools
 - Identifies child strengths and skills
 - Identifies more subtle concerns
- Not a diagnosis!
 - Not the same thing as assessment or evaluation
- Answers the question, “*Does this child need more comprehensive evaluation?*”



How Is Screening Different From Evaluation and Assessment?

Screening

Purpose:
Identify concerns early, and
link to more evaluation

Which children needs a
closer look, or a more
comprehensive evaluation?

Evaluation

Purpose:
Diagnose (medical)
Determine eligibility (special
education)

What is the diagnosis?
Does the child meet
eligibility criteria?

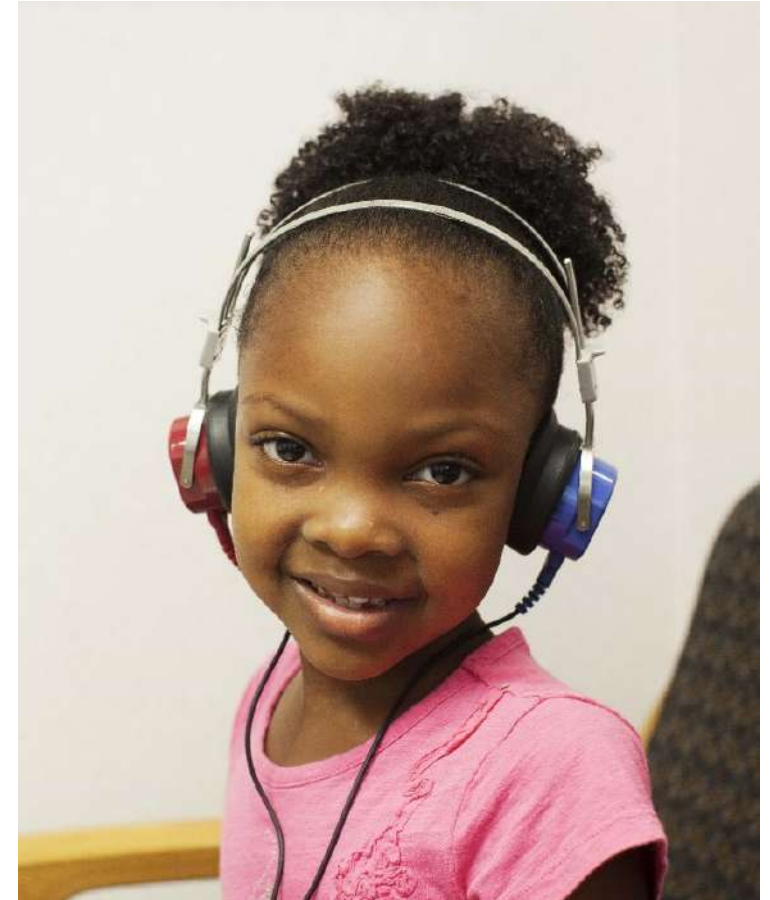
Assessment

Purpose:
Determine how to best meet
the child's learning needs

What are this child's unique
needs for curriculum?

Talking to Parents About Screening

- Normalize screening: just like hearing, vision, height & weight
- **Do** call it a tool or a “snapshot” in time to see how the child is growing & developing
- **Don’t** use words like test, fail, or any diagnosis words
- Ask parent about their concerns and to give their best, honest answers



Presenting Screening to Refugee or Immigrant Families



- [Importance of Trust with Screening \(youtube.com\)](https://www.youtube.com/watch?v=...)

Successful Screening for Culturally & Linguistically Diverse Families

- Learn more about the cultures and languages in the community you serve
- Hire staff who are representative of the families being served
- Use professional interpreters, with a little extra training
- Provide additional support for access, screening process, and follow-up as needed

Working With Interpreters



- Effectively determine if an interpreter is needed
- Provide a professional interpreter whenever possible
- Educate the interpreter
- It's okay to explain or re-frame questions

Guide for Interpreters

- [Early Childhood Screening Guidelines for Interpreters \(education.mn.gov\)](#)
- [Training Video: Early Childhood Screening and Interpreters \(education.mn.gov\)](#)

Screening Instruments

Recommended Screening Instruments

- Minnesota has a list of [recommended instruments \(health.state.mn.us\)](https://health.state.mn.us) that have been reviewed for validity, reliability, and practicality.
- Different [screening programs \(health.state.mn.us\)](https://health.state.mn.us) have different requirements for which instrument to use.
- Programs are responsible for making sure that they are using the most current, recommended instrument(s) for their program.

Developmental and Social-Emotional Screening for Young Children (0-5 Years) in Minnesota

The screenshot shows the Minnesota Department of Health website. The header includes the 'm1' logo, 'DEPARTMENT OF HEALTH', and navigation links for 'HOME', 'TOPICS', and 'ABOUT US'. A search bar is located in the top right. The main content area is titled 'Developmental and Social-Emotional Screening Resources'. On the left, there is a sidebar with a list of links: 'Developmental and social-emotional screening', 'Developmental and Social-Emotional Screening Home', 'What is screening?', 'Recommended instruments', 'Screening programs in Minnesota', 'Instrument review criteria', 'Choosing an instrument', 'Referral', 'Training', 'Resources', 'Contact', and 'Related Sites' (with a link to 'Child and Teen Checkups'). The main content area has a sub-header 'Local' and text stating that communities throughout Minnesota have programs, services, and resources to support healthy early childhood development. It mentions 'Help Me Connect' has local resources for screening. Under 'Local public health departments', it says to 'Find a local health department of community health board' to access some of these programs. A bulleted list includes: 'Child and Teen Checkups outreach and support', 'Family Home Visiting', 'Follow Along Program', and 'WIC nutrition'. It also mentions finding links to 'Minnesota Indian Tribes' for more information about health-related services in Anishinaabe (Chippewa or Ojibwe) reservations and Dakota (Sioux) communities. On the right, there is a 'Share This' button and a 'Spotlight' section. The 'Spotlight' section includes 'Preschool Development Grant information including Help Me Connect: expanded Help Me Grow Model', a 'Fact Sheet: Sharing Child Information for ECSE Referrals - Guidance for Clinics and Schools (PDF)', and a statement that this is the website of the Minnesota Interagency Developmental Screening Task Force. It also mentions that the Minnesota Department of Education (MDE) and the Minnesota Department of Human Services (DHS) endorse the recommendations made by the Minnesota Department of Health (MDH).

- [Developmental and Social-Emotional Screening for Young Children \(0-5 Years\) in Minnesota \(health.state.mn.us\)](https://health.state.mn.us)

Choosing a Screening Tool

- What type of screening is required or allowed for your program?
- What staff qualifications does the tool require?
- What instrument best meets your population's needs?
- Refer to [Choosing an Instrument \(health.state.mn.us\)](https://health.state.mn.us) on the developmental screening website.

Program Requirements

Program	Developmental	Social-Emotional	Parent Report	Observational
Child and Teen Checkups (C&TC)	Recommended	Recommended	Yes	Yes
Head Start & Early HS	Required	Required	Yes	Yes
Early Childhood Screening (ECS)	Required	Required	Required for social-emotional	Yes*
Child Protection	N/A	Required	Yes	N/A
Family Home Visiting	Required	Recommended	Yes – ASQ-3 and ASQ:SE	N/A
Follow Along Program	Required	Required	Yes – ASQ-3 and ASQ:SE	N/A

What Makes a Good, Standardized Screening Instrument? (Review Criteria)

- Instrument purpose
- Developmental domains
- Sensitivity/specificity, validity
- Reliability
- Recent standardization
- Additional considerations:
 - Practicality
 - Population and age span targeted by the instrument
 - Cultural, ethnic, and linguistic sensitivity
 - Minimum expertise of screeners
 - Cost

Currently Recommended Instruments

All Instruments at a Glance

Developmental and Social-Emotional Screening Instruments for Young Children in Minnesota

Minnesota Interagency Developmental Screening Task Force (www.health.state.mn.us)

Type of Instrument	Name of Instrument	Observational (O) or Parent Report (PR)	Age Range	Early Childhood Screening ¹	Head Start ²	Child and Teen Checkups ³	Family Home Visiting ⁴	Follow Along ⁵	Child Mental Health ⁶	Child Welfare ⁷
Developmental	Ages & Stages Questionnaire, 3rd ed. (ASQ-3) 2008	PR	0-66 months	As parent report tool	Yes	Yes	Yes	Yes	Yes	N/A
Developmental	Battelle Developmental Inventory 3rd ed. Screening Test 2020	O	0-7 years	Yes	Yes	Yes	No	No	Acceptable	N/A
Developmental	Brigance Early Childhood Screens III 2013	O	Birth - 1st grade	Yes	Yes	Yes	No	No	Acceptable	N/A
Developmental	Developmental Indicators for Assessment of Learning, 4th ed. (DIAL-4) 2011	O	2.5 through 5 years	Yes	Yes	Yes	No	No	Acceptable	N/A
Developmental	Minneapolis Preschool Screening Instrument Revised (MPSI-R) 2016	O	3 through 5 years	Yes	Yes	Yes	No	No	Acceptable	N/A
Developmental	Parents' Evaluation of Developmental Status (PEDS) 2012	PR	0-8 years	As parent report tool	Yes	Yes	No	No	No	N/A
Social-Emotional	Ages & Stages Questionnaires: Social-Emotional, 2nd ed. (ASQ:SE-2) 2015	PR	1-72 months	As parent report tool	Yes	Yes	Yes	Yes	N/A	Yes
Social-Emotional	Pediatric Symptom Checklist (PSC) 1998 (with ongoing validity studies)	PR	4-16 years	As parent report tool	Yes	Yes	No	No	N/A	Yes

1. Minnesota's [Early Childhood Screening program \(https://education.mn.gov\)](https://education.mn.gov) is targeted for ages 3-4 years; this screening is required prior to public school entrance (including Early Learning Scholarships, School Readiness, School Readiness Plus, Voluntary Prekindergarten and kindergarten), if not done previously. 2. Head Start and Early Head Start [screening and assessment standards \(https://eclkc.ohs.acf.hhs.gov\)](https://eclkc.ohs.acf.hhs.gov) and programs follow state EPSDT guidelines. 3. [Child and Teen Checkups \(C&TC\) \(https://mn.gov/dhs/\)](https://mn.gov/dhs/) is Minnesota's Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Program for Medicaid (0-20 years). 4. [Family Home Visiting \(www.health.state.mn.us/fhvi/\)](http://www.health.state.mn.us/fhvi/) programs (through state and federal funding) provide services, prenatal to 3 years. 5. Minnesota's [Follow Along Program \(www.health.state.mn.us/mnfap\)](http://www.health.state.mn.us/mnfap) is a local public health screening program targeted for children ages birth up to 3 years. 6. Mental health professionals in Minnesota's [Early Childhood System \(https://mn.gov/dhs/\)](https://mn.gov/dhs/) provide developmental screening as a part of their assessment for young children. 7. Child welfare services provides social-emotional or mental health [screening \(https://mn.gov/dhs/\)](https://mn.gov/dhs/) to children in child protective services or out-of-home placement. For more information, or to obtain this information in a different format, call the Minnesota Department of Health Maternal Child Health Section at 651-201-3760 or email health.childteencheckups@state.mn.us.



- [Currently Recommended Instruments \(health.state.mn.us\)](http://health.state.mn.us)

Observational Developmental Screening Instruments

- Require a child to perform certain developmental tasks, observed by a professional
- Allow for direct observation of development that may not be recognized by parent/caregiver (such as a speech concern)
- May be particularly useful if the parent/caregiver has limited ability give a report of development
- Are currently required for Early Childhood Screening programs

Parent-Report Developmental Screening Instruments

- Perform as well or better than observational tools
- Help focus visits on issues important to families
- Create teachable moments
- Respect parents as experts
- Capture milestones even if child cannot “perform” them at the screening visit
- References:
 - Minnesota Child Improvement Partnership. Healthy Development through Primary Care Project, 2008.
 - Developmental Surveillance and Screening Policy Implementation Project, AAP, June 2006.

What's in the ASQ-3?

(Ages and Stages Questionnaires: 3)

- If possible, give to parents ahead of time.
- A tool to check the child's development.
- Covers: Communication, Gross motor, Fine motor, Problem solving.
Personal-social
- Response options: yes, sometimes, not yet
- Written at the 4-6th grade level
- Unscored section- open ended questions
- Parent concerns are very predictive- any concerns require follow-up



What's in the ASQ:SE-2?

(Ages and Stages Questionnaires: Social-Emotional, 2nd edition)

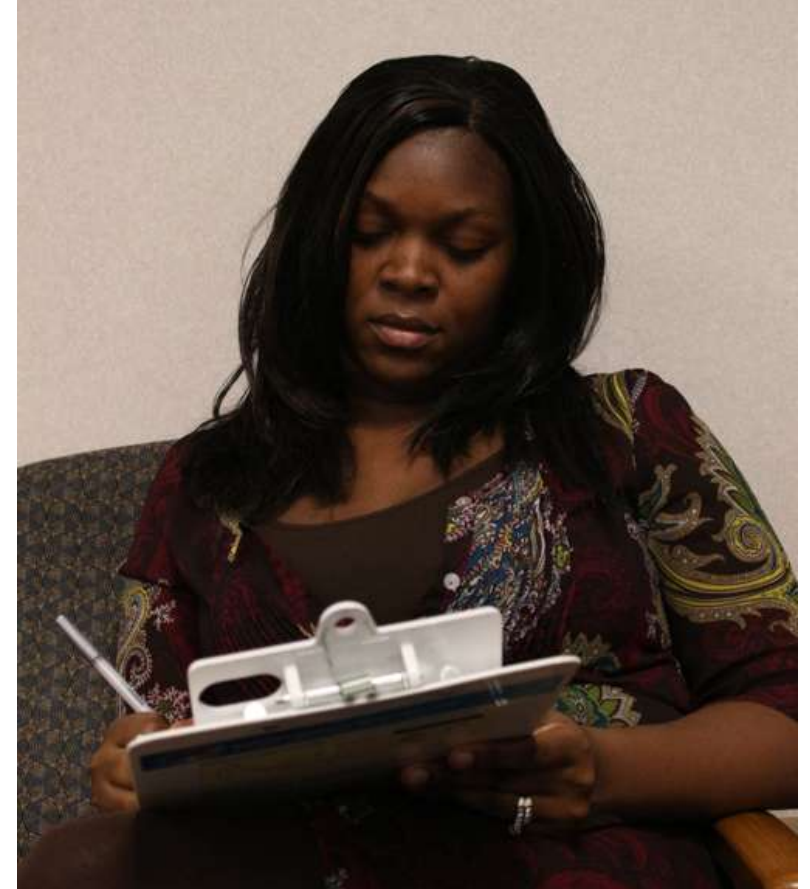
- Data and cut-off scores based on sample size of more than 14,000 diverse children
- Age range: 1 to 72 months of age
- Has a monitoring zone (similar to ASQ-3)
- Scoring and interpretation is similar to ASQ:SE
- Screening Items specific to autism
- Refined Spanish translation



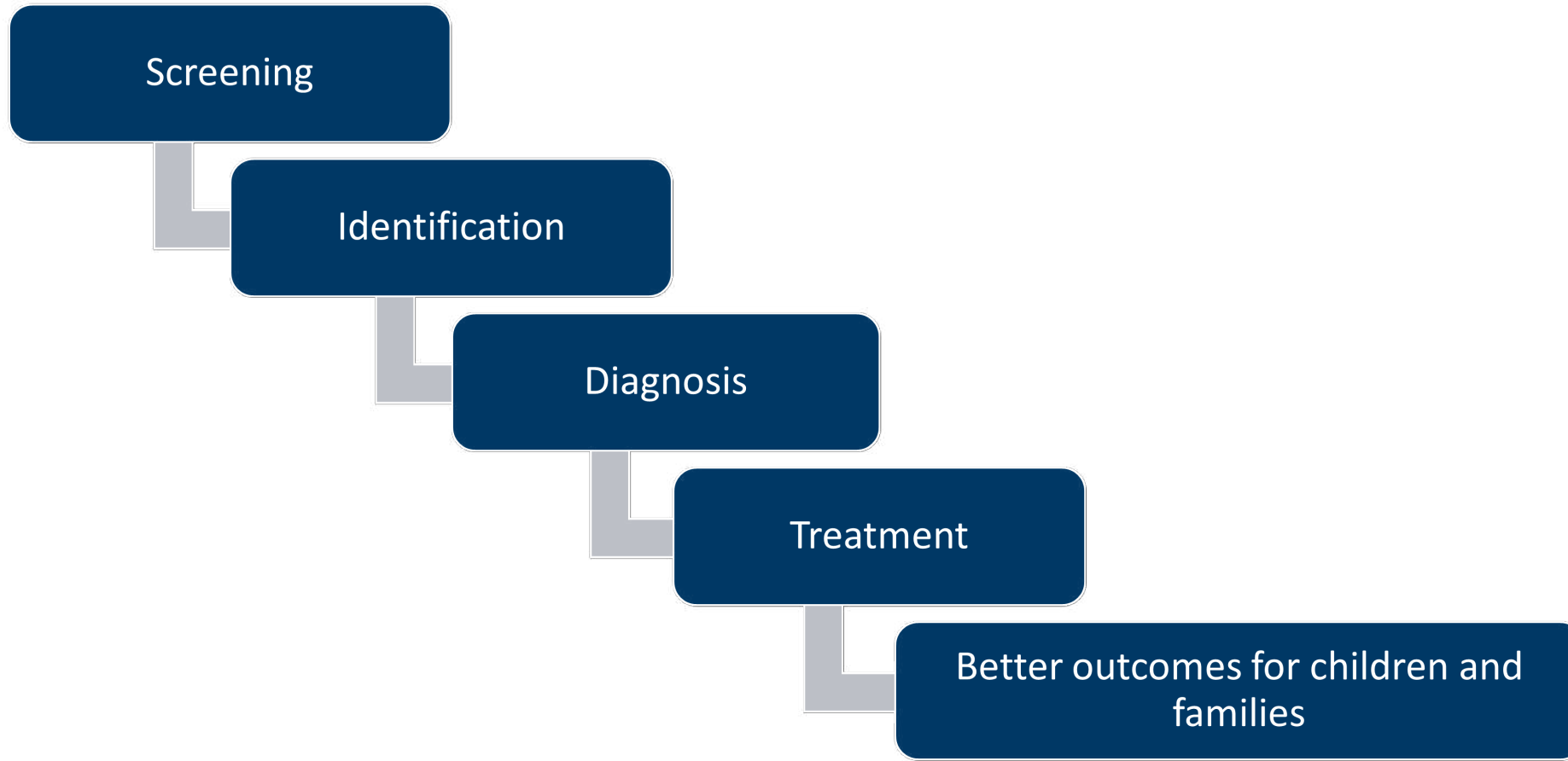
Making Meaning Out of Screening

Interpreting Screening Results

- Clarify any missing or concerning responses
- Interpret results in context
- Consider:
 - Opportunity
 - Health or developmental factors
 - Family and cultural factors
- No screening tool is perfect



Process Following Screening



Pass
(within cut-off)

- Anticipatory guidance
- Learning activities

Borderline
(monitoring zone)

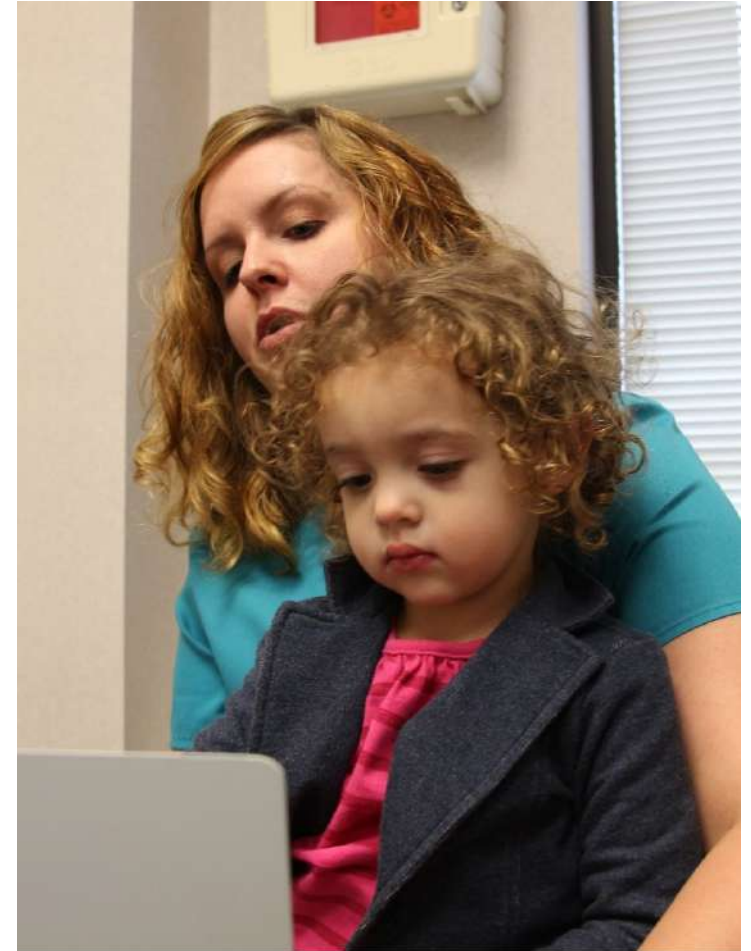
- Specific information and support
- Rescreen or refer

Refer
(beyond cut-off)

- Referral and resources
- Follow-up

Talking About Screening Results – What Not to Say:

- She failed her screening.
- I'm worried she might have autism.
- Let's just wait and see if she grows out of it.
- Here's the number for Help Me Grow. You should call to see if she can get special education.



Talking About Screening Results – A Better Way



- The screening showed that she's doing _____ very well. However, it looks like she isn't doing _____ yet like most other children her age.
- What have you noticed about this?
- The screening is just a quick check. We can take a closer look at what might be going on and find some helpful resources.
- Would it be okay if I shared some ideas with you?

Referrals: When Concerns Are Identified

Developmental Concerns: DUAL Referral (motor, cognitive, communication concerns)

Medical Evaluation

- Primary care provider
- Diagnosis, treatment
- Better insurance coverage

Educational Evaluation

- Help Me Grow or local school district
- Early intervention/ ECSE services

Other Supports

- Learning activities for home
- High quality early care for education
- Community Programs - Including tribal, local public health and human services early childhood programs (FHV, FAP, PSOP)

Medical Evaluation

Who

Primary care
provider

Medical
specialists

What

Family and
medical history

Sensory testing

Lab testing

Why

Clarify why, how
much, and how
to treat

May qualify for
more EI services
or insurance

Educational Evaluation

Who

Local school
district

What

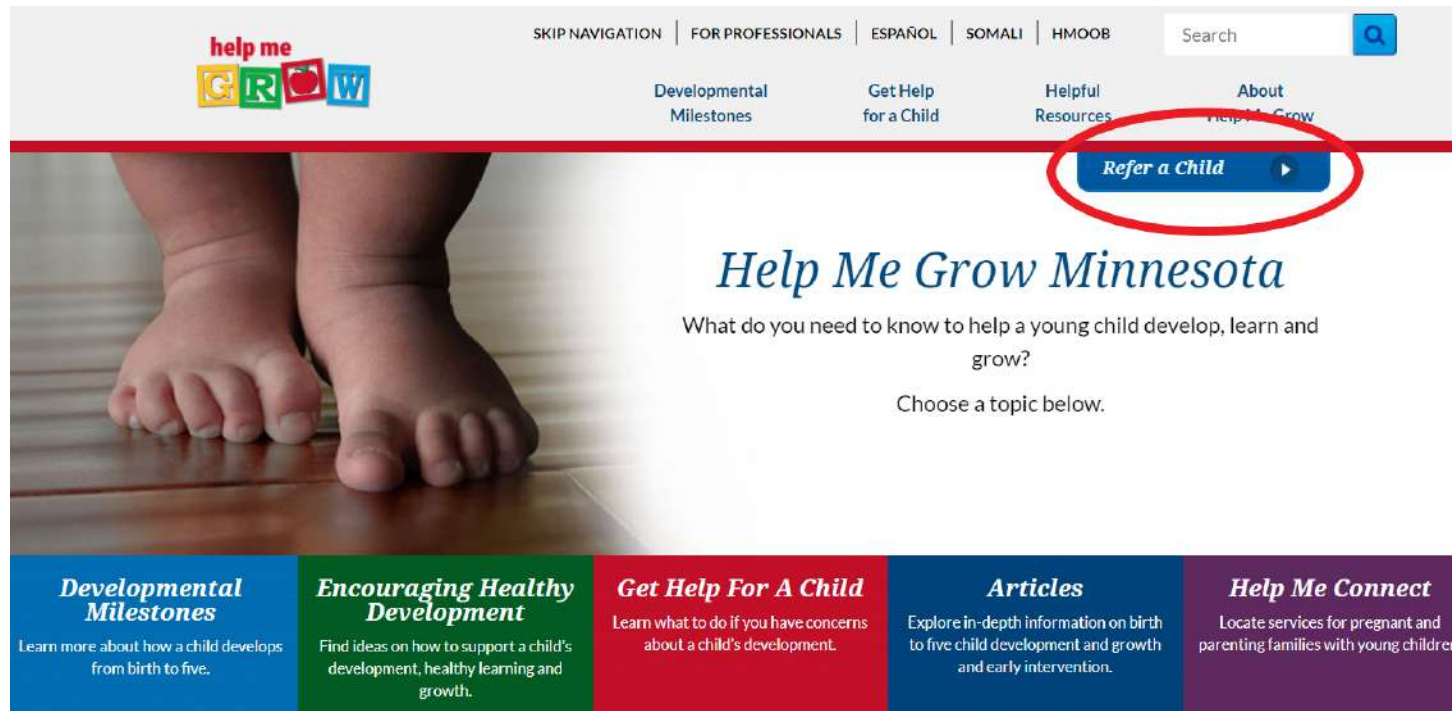
More
screening or
comprehensive
evaluation

Why

Determine
eligibility for
free early
intervention
services

How to Make a Referral for Educational Evaluation in Minnesota

- Call the school district directly, or
- 1-866-693-GROW (4769) or [Help Me Grow MN \(helpmegrowmn.org\)](http://helpmegrowmn.org)



Refer EARLY for Educational Evaluation

- Top reasons to refer before 3 years of age:
 - Earlier intervention is more effective
 - Easier to qualify for services
 - Services are year-round
 - Services provided in child's "natural environment"
- Beginning at age 3:
 - Must demonstrate an educational need
 - Services provided in early childhood classroom or center-based setting



Social-Emotional Concerns: TRIPLE Referral

Medical evaluation

- Primary care provider
- Diagnosis, treatment

Educational evaluation

- Help Me Grow or local school district
- Early intervention/ ECSE services

Mental health evaluation

- Early childhood mental health provider
- Services for infant/child and family

Other Supports

- High quality early care and education, Head Start or Early Head Start
- Community Programs
- Tribal, local public health and human services early childhood programs (FHV, FAP, PSOP)

Mental Health Evaluation

Who

Early
Childhood
Mental
Health
Professional

What

Relationship-
based
assessment
of child and
family

Why

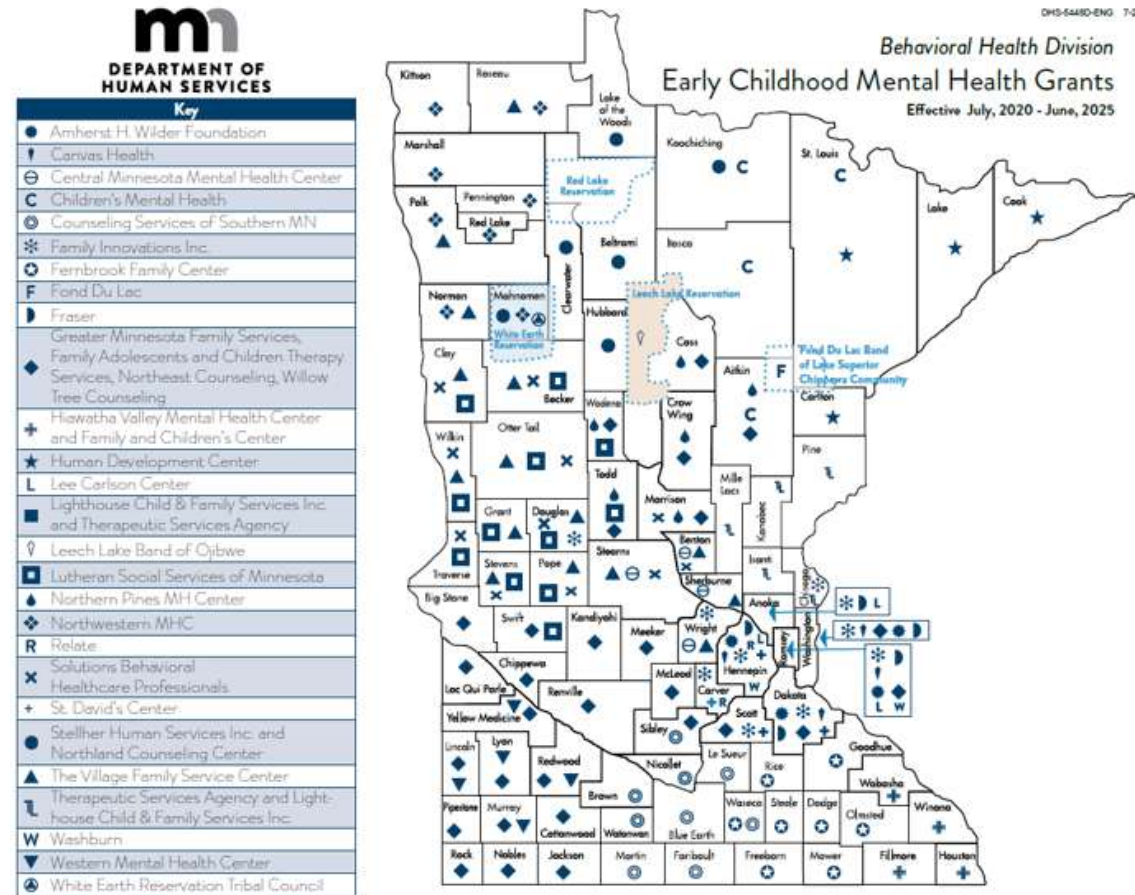
Provide
evidence-
based mental
health
services

Talking With Parents of Young Children About Mental Health Referral



- [Talking to Families: Early Intervention Makes a Difference \(youtube.com\)](https://www.youtube.com/watch?v=...)

Early Childhood Mental Health Services in Minnesota



- [Early Childhood Mental Health System of Care \(mn.gov\)](https://mn.gov/early-childhood-mental-health-system-of-care/)

Effective Referrals

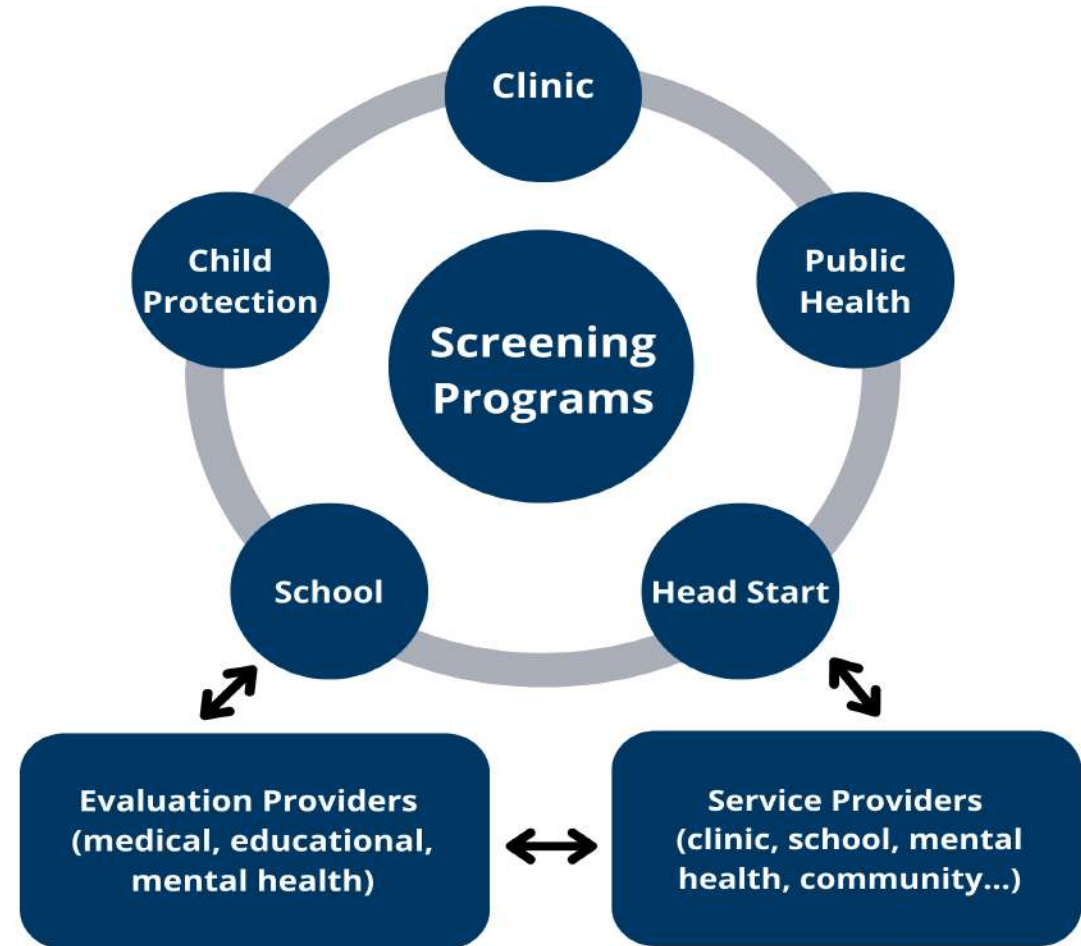
- Offer options
- Develop plan together
- Prioritize based on family's needs
- Active referral: get the process started together
- Warm handoff: help make initial connection, let families know what to expect, introduce them if possible



- Family-centered decision-making:
 - What is highest priority for the family?
 - What works for them?
 - Teach back
- Follow through
 - Families often do not follow through the 1st time – more than half of the time!
 - Follow up by phone, mail, text or with a future visit
 - Engage other professionals that have a trusted relationship with the family, with their permission
 - Tips: care coordinator, tickler file, Excel spread sheet...



Closing the Loop

- Family needs
- Parent consent
- Who needs to know
- What information



Example of Why and How to Share Information

- Fact sheet for clinics and schools: [Sharing Child Information to Coordinate ECSE Referrals \(health.state.mn.us\)](https://health.state.mn.us)



Sharing Child Information to Coordinate Early Childhood Special Education (ECSE) Referrals

Guidance for Clinics and Schools

Medical providers and educational professionals each play an important role in early identification and treatment of developmental and social-emotional concerns in young children birth through five years of age. When clinics and schools communicate effectively, families get the support they need to move from screening to evaluation to appropriate services, resulting in better developmental outcomes for their child. The following guidance clarifies responsibilities.

For Clinics

When developmental or social-emotional concerns are identified:

- Talk with the family about the concerns, offer resources and options for next steps, and decide on a plan together.
- Refer the child for a free educational evaluation to determine eligibility for early childhood special education (ECSE).
 - Send the referral directly to the child's local school district, online at www.HelmMcGrawMN.org, or by calling 1-888-893-GROW (4789).
 - Do not delay. An earlier referral may result in better outcomes for the child and family.
 - Signed parental consent is not needed to share contact information to make the referral, but is required to share screening results or other pertinent medical information.
 - Refer again later if the family has not made it to the next step.
 - Provide more in-depth medical evaluation to determine potential cause and treatment.
 - For social-emotional concerns, also refer to an early childhood mental health provider (refer to the [map](#) of trained mental health professionals).

For Schools

When a child is referred to ECSE for an initial evaluation, it is important to share results with the child's primary clinic. Medical providers may use the results to follow up with the family about additional diagnostic or treatment services. They may also connect the child and family with additional private therapies.

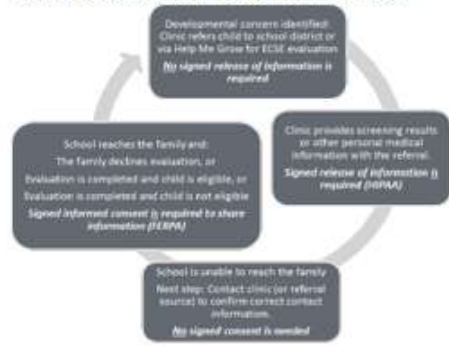
To ensure that medical providers have the information they need from the school to effectively meet the child and family's needs, recommended practice is to routinely obtain signed parental consent to share information with the clinic and healthcare provider, regardless of the referral source.

Some or all of the following information may be needed by the clinic and primary care clinician. Send evaluation information to the clinic by secure electronic means or mail, rather than sending it with the parent.

- Date of the evaluation.
- A summary of the results: Eligible for ECSE services (yes/no); category of services; type and frequency of services.
- Full evaluation or IEP/IFSP report (for children with more complex needs).

Closing the communication feedback loop: When is signed consent needed?

Clinics are responsible to make sure they have a signed release of information from the parent/guardian before sharing the child's personal health information, under HIPAA federal law. Schools must obtain written parental consent to share the child's educational information, under FERPA. Each agency/program must ensure that their processes follow federal law and state statute. For legal questions, contact your local organization or district counsel.



Healthcare providers contact:
Minnesota Department of Health
Child and Teen Checkups
PO Box 64882,
St. Paul, MN 55164-0882
(phone) 651-205-8760
health.childteenchkups@state.mn.us www.helm-mcgraw.org

Educators contact:
Minnesota Department of Education
Early Learning Services
3300 Hwy 26 West
Roseville, MN 55153 Phone:
651-562-8485
mde.esa@state.mn.us
www.helm-mcgraw.org

To obtain this information in a different format, call 651-205-8760.

Revised/Revised 4/2020

Community Supports for Healthy Development

- County and tribal public health programs:
 - Follow Along Program
 - Family Home Visiting
- School district and community education programs:
 - Early Childhood Family Education (ECFE)
 - Various pre-K and school readiness programs
- Head Start and Early Head Start
- Child Care Aware of Minnesota
- Other community family support programs
- Refer to [Developmental and Social-Emotional Screening Resources \(health.state.mn.us\)](https://health.state.mn.us/developmental-and-social-emotional-screening-resources)

Developmental and Social-Emotional Resources

- Refer to [Developmental and Social-Emotional Screening Resources \(health.state.mn.us\)](https://health.state.mn.us) for more information about these programs:
 - Help me Connect
 - Child and Teen Checkups
 - WIC
 - Early Childhood Screening
 - Help Me Grow
 - Learn the Signs. Act Early.
 - Positive Parenting Tips

Our Program Referral Resources

- Create your program specific contact list of:
 - Medical evaluation and treatment
 - Educational evaluation and services
 - Mental health evaluation and services
 - Other local programs that support healthy development
 - Materials and resources for families
 - Methods to follow-up with families

Virtual Screening Tips

- Know your options for questionnaire delivery and completion (online platform or phone).
- Prepare parents for the screening ahead of time.
- Before screening, take time to introduce and review the questionnaire.
- Assist families with gathering and adapting materials.
- Schedule two phone or video conferences: one to go through the questionnaire, one to discuss results and next steps.
- Follow a step-by-step guide for virtual screenings.
- Learn more about how to work effectively with parents during virtual screenings.
- [Virtual Screening Tips \(agesandstages.com\)](https://www.agesandstages.com/virtual-screening-tips)

9 Best Practices for Using an Interpreter for ASQ Completion

- A translated questionnaire is not a substitute for an interpreter.
- Use an interpreter, not a translator.
- Know the qualities of a good interpreter.
- Prepare the interpreter with a questionnaire preview.
- Try to identify items that are not culturally appropriate.
- Get off to a smooth start.
- Take your time during administration.
- Give the family a summary at the end.
- Keep a record of culture-related notes.
- [9 Best Practices for Using an Interpreter for ASQ Completion \(agesandstages.com\)](https://www.agesandstages.com/9-best-practices-for-using-an-interpreter-for-asq-completion)

Remote Interpreting

- [Remote interpreting \(atanet.org\)](http://atanet.org)
- Communication has moved to online platforms
- Options: phone, video, video conferencing, remote simultaneous interpreting
- Planning and equipment recommendations
- Tips for before, during and after the session

Take-Home Points



Family-centered Care

Participant	Intervention group	Duration (weeks)	Cardiac output (L/min)	Stroke volume (ml)	Heart rate (b/min)	Stroke time (s)	Stroke distance (m)	Stroke volume index (ml/m ²)	Stroke time index (s/m ²)	Stroke distance index (m/m ²)
Development	1000	10	10.0	100	100	1.0	10.0	10.0	1.0	10.0
Development	2000	10	20.0	200	200	2.0	20.0	20.0	2.0	20.0
Development	3000	10	30.0	300	300	3.0	30.0	30.0	3.0	30.0
Development	4000	10	40.0	400	400	4.0	40.0	40.0	4.0	40.0
Development	5000	10	50.0	500	500	5.0	50.0	50.0	5.0	50.0
Development	6000	10	60.0	600	600	6.0	60.0	60.0	6.0	60.0
Development	7000	10	70.0	700	700	7.0	70.0	70.0	7.0	70.0
Development	8000	10	80.0	800	800	8.0	80.0	80.0	8.0	80.0
Development	9000	10	90.0	900	900	9.0	90.0	90.0	9.0	90.0
Development	10000	10	100.0	1000	1000	10.0	100.0	100.0	10.0	100.0
Development	11000	10	110.0	1100	1100	11.0	110.0	110.0	11.0	110.0
Development	12000	10	120.0	1200	1200	12.0	120.0	120.0	12.0	120.0
Development	13000	10	130.0	1300	1300	13.0	130.0	130.0	13.0	130.0
Development	14000	10	140.0	1400	1400	14.0	140.0	140.0	14.0	140.0
Development	15000	10	150.0	1500	1500	15.0	150.0	150.0	15.0	150.0
Development	16000	10	160.0	1600	1600	16.0	160.0	160.0	16.0	160.0
Development	17000	10	170.0	1700	1700	17.0	170.0	170.0	17.0	170.0
Development	18000	10	180.0	1800	1800	18.0	180.0	180.0	18.0	180.0
Development	19000	10	190.0	1900	1900	19.0	190.0	190.0	19.0	190.0
Development	20000	10	200.0	2000	2000	20.0	200.0	200.0	20.0	200.0
Development	21000	10	210.0	2100	2100	21.0	210.0	210.0	21.0	210.0
Development	22000	10	220.0	2200	2200	22.0	220.0	220.0	22.0	220.0
Development	23000	10	230.0	2300	2300	23.0	230.0	230.0	23.0	230.0
Development	24000	10	240.0	2400	2400	24.0	240.0	240.0	24.0	240.0
Development	25000	10	250.0	2500	2500	25.0	250.0	250.0	25.0	250.0
Development	26000	10	260.0	2600	2600	26.0	260.0	260.0	26.0	260.0
Development	27000	10	270.0	2700	2700	27.0	270.0	270.0	27.0	270.0
Development	28000	10	280.0	2800	2800	28.0	280.0	280.0	28.0	280.0
Development	29000	10	290.0	2900	2900	29.0	290.0	290.0	29.0	290.0
Development	30000	10	300.0	3000	3000	30.0	300.0	300.0	30.0	300.0
Development	31000	10	310.0	3100	3100	31.0	310.0	310.0	31.0	310.0
Development	32000	10	320.0	3200	3200	32.0	320.0	320.0	32.0	320.0
Development	33000	10	330.0	3300	3300	33.0	330.0	330.0	33.0	330.0
Development	34000	10	340.0	3400	3400	34.0	340.0	340.0	34.0	340.0
Development	35000	10	350.0	3500	3500	35.0	350.0	350.0	35.0	350.0
Development	36000	10	360.0	3600	3600	36.0	360.0	360.0	36.0	360.0
Development	37000	10	370.0	3700	3700	37.0	370.0	370.0	37.0	370.0
Development	38000	10	380.0	3800	3800	38.0	380.0	380.0	38.0	380.0
Development	39000	10	390.0	3900	3900	39.0	390.0	390.0	39.0	390.0
Development	40000	10	400.0	4000	4000	40.0	400.0	400.0	40.0	400.0
Development	41000	10	410.0	4100	4100	41.0	410.0	410.0	41.0	410.0
Development	42000	10	420.0	4200	4200	42.0	420.0	420.0	42.0	420.0
Development	43000	10	430.0	4300	4300	43.0	430.0	430.0	43.0	430.0
Development	44000	10	440.0	4400	4400	44.0	440.0	440.0	44.0	440.0
Development	45000	10	450.0	4500	4500	45.0	450.0	450.0	45.0	450.0
Development	46000	10	460.0	4600	4600	46.0	460.0	460.0	46.0	460.0
Development	47000	10	470.0	4700	4700	47.0	470.0	470.0	47.0	470.0
Development	48000	10	480.0	4800	4800	48.0	480.0	480.0	48.0	480.0
Development	49000	10	490.0	4900	4900	49.0	490.0	490.0	49.0	490.0
Development	50000	10	500.0	5000	5000	50.0	500.0	500.0	50.0	500.0
Development	51000	10	510.0	5100	5100	51.0	510.0	510.0	51.0	510.0
Development	52000	10	520.0	5200	5200	52.0	520.0	520.0	52.0	520.0
Development	53000	10	530.0	5300	5300	53.0	530.0	530.0	53.0	530.0
Development	54000	10	540.0	5400	5400	54.0	540.0	540.0	54.0	540.0
Development	55000	10	550.0	5500	5500	55.0	550.0	550.0	55.0	550.0
Development	56000	10	560.0	5600	5600	56.0	560.0	560.0	56.0	560.0
Development	57000	10	570.0	5700	5700	57.0	570.0	570.0	57.0	570.0
Development	58000	10	580.0	5800	5800	58.0	580.0	580.0	58.0	580.0
Development	59000	10	590.0	5900	5900	59.0	590.0	590.0	59.0	590.0
Development	60000	10	600.0	6000	6000	60.0	600.0	600.0	60.0	600.0
Development	61000	10	610.0	6100	6100	61.0	610.0	610.0	61.0	610.0
Development	62000	10	620.0	6200	6200	62.0	620.0	620.0	62.0	620.0
Development	63000	10	630.0	6300	6300	63.0	630.0	630.0	63.0	630.0
Development	64000	10	640.0	6400	6400	64.0	640.0	640.0	64.0	640.0
Development	65000	10	650.0	6500	6500	65.0	650.0	650.0	65.0	650.0
Development	66000	10	660.0	6600	6600	66.0	660.0	660.0	66.0	660.0
Development	67000	10	670.0	6700	6700	67.0	670.0	670.0	67.0	670.0
Development	68000	10	680.0	6800	6800	68.0	680.0	680.0	68.0	680.0
Development	69000	10	690.0	6900	6900	69.0	690.0	690.0	69.0	690.0
Development	70000	10	700.0	7000	7000	70.0	700.0	700.0	70.0	700.0
Development	71000	10	710.0	7100	7100	71.0	710.0	710.0	71.0	710.0
Development	72000	10	720.0	7200	7200	72.0	720.0	720.0	72.0	720.0
Development	73000	10	730.0	7300	7300	73.0	730.0	730.0	73.0	730.0
Development	74000	10	740.0	7400	7400	74.0	740.0	740.0	74.0	740.0
Development	75000	10	750.0	7500	7500	75.0	750.0	750.0	75.0	750.0
Development	76000	10	760.0	7600	7600	76.0	760.0	760.0	76.0	760.0
Development	77000	10	770.0	7700	7700	77.0	770.0	770.0	77.0	770.0
Development	78000	10	780.0	7800	7800	78.0	780.0	780.0	78.0	780.0
Development	79000	10	790.0	7900	7900	79.0	790.0	790.0	79.0	790.0
Development	80000	10	800.0	8000	8000	80.0	800.0	800.0	80.0	800.0
Development	81000	10	810.0	8100	8100	81.0	810.0	810.0	81.0	810.0
Development	82000	10	820.0	8200	8200	82.0	820.0	820.0	82.0	820.0
Development	83000	10	830.0	8300	8300	83.0	830.0	830.0	83.0	830.0
Development	84000	10	840.0	8400	8400	84.0	840.0	840.0	84.0	840.0
Development	85000	10	850.0	8500	8500	85.0	850.0	850.0	85.0	850.0
Development	86000	10	860.0	8600	8600	86.0	860.0	860.0	86.0	860.0
Development	87000	10	870.0	8700	8700	87.0	870.0	870.0	87.0	870.0
Development	88000	10	880.0	8800	8800	88.0	880.0	880.0	88.0	880.0
Development	89000	10	890.0	8900	8900	89.0	890.0	890.0	89.0	890.0
Development	90000	10	900.0	9000	9000	90.0	900.0	900.0	90.0	900.0
Development	91000	10	910.0	9100	9100	91.0	910.0	910.0	91.0	910.0
Development	92000	10	920.0	9200	9200	92.0	920.0	920.0	92.0	920.0
Development	93000	10	930.0	9300	9300	93.0	930.0	930.0	93.0	930.0
Development	94000	10	940.0	9400	9400	94.0	940.0	940.0	94.0	940.0
Development	95000	10	950.0	9500	9500	95.0	950.0	950.0	95.0	950.0
Development	96000	10	960.0	9600	9600	96.0	960.0	960.0	96.0	960.0
Development	97000	10	970.0	9700	9700	97.0	970.0	970.0	97.0	970.0
Development	98000	10	980.0	9800	9800	98.0	980.0	980.0	98.0	980.0
Development	99000	10	990.0	9900	9900	99.0	990.0	990.0	99.0	990.0
Development	100000	10	1000.0	10000	10000	100.0	1000.0	1000.0	100.0	1000.0
Development	101000	10	1010.0	10100	10100	101.0	1010.0	1010.0	101.0	1010.0
Development	102000	10	1020.0	10200	10200	102.0	1020.0	1020.0	102.0	1020.0
Development	103000	10	1030.0	10300	10300	103.0	1030.0	1030.0	103.0	1030.0
Development	104000	10	1040.0	10400	10400	104.0	1040.0	1040.0	104.0	1040.0
Development	105000	10	1050.0	10500	10500	105.0	1050.0	1050.0	105.0	1050.0
Development	106000	10	1060.0	10600	10600	106.0	1060.0	1060.0	106.0	1060.0
Development	107000	10	1070.0	10700	10700	107.0	1070.0	1070.0	107.0	1070.0
Development	108000	10	1080.0	10800	10800	108.0	1080.0	1080.0	108.0	1080.0
Development	109000	10	1090.0	10900	10900	109.0	1090.0	1090.0	109.0	1090.0
Development	110000	10	1100.0	11000	11000	110.0	1100.0	1100.0	110.0	1100.0
Development	111000	10	1110.0	11100	11100	111.0	1110.0	1110.0	111.0	1110.0
Development	112000	10	1120.0	11200	11200	112.0	1120.0	1120.0	112.0	1120.0
Development	113000	10	1130.0	11300	11300	113.0	1130.0	1130.0	113.0	1130.0
Development	114000	10	1140.0	11400	11400	114.0	1140.0	1140.0	114.0	1140.0
Development	115000	10	1150.0	11500	11500	115.0	1150.0	1150.0	115.0	1150.0
Development	116000	10	1160.0	11600	11600	116.0	1160.0	1160.0	116.0	1160.0
Development	117000	10	1170.0	11700	11700	117.0	1170.0	1170.0	117.0	1170.0
Development	118000	10	1180.0	11800	11800	118.0	1180.0	1180.0	118.0	1180.0
Development										

Recommended Instruments

Medical Evaluation	<ul style="list-style-type: none"> Primary care provider Diagnosis, treatment Better insurance coverage
Educational Evaluation	<ul style="list-style-type: none"> Help Me Grow or local school district Early intervention/ECSE services
Other Supports	<ul style="list-style-type: none"> Learning activities for home High-quality early care for education Community Programs - including library, local public health and human services and child development programs (e.g., Head Start)

Dual or Triple Referral



Active Referral, Coordination, Follow-up

Thank You!

Firstname Lastname

firstname.lastname@state.mn.us

555-555-5555