

## Developmental Screening Implementation Plan Template

Program Name: Sample Child Care Program

Program Type: Center

Screening Tool (If known): Have not chosen a tool yet

### Section 1.

**Create a team** - The screening process is most effectively developed and implemented by a team.

*Who will be on your team? List the roles and names of **at least** two other people you can invite to support the development and/implementation of a screening program. Insert additional lines as needed.*

Role	Name	Contact Information (if outside program)	Date Joined
Infant teacher	Mrs. A	(xxx) xxx-xxxx	xx/xx/xxxx
Toddler teacher	Mr. B	(xxx) xxx-xxxx	xx/xx/xxxx
Preschool teacher	Ms. C	(xxx) xxx-xxxx	xx/xx/xxxx
Infant parent	Mr. Dad	(xxx) xxx-xxxx	xx/xx/xxxx
Toddler parent	Ms. Toddler Mom	(xxx) xxx-xxxx	In progress
Preschooler parent	Mr. Dad	(xxx) xxx-xxxx	xx/xx/xxxx

Table 1. Team

*List community professionals with whom you may interact during the implementation of your screening program. The roles in the table are suggestions. You must have **at least one** community professional. Insert additional lines as needed. Make the plan work for you!*

Role	Name	Contact Information	Date Contacted
Medical provider	Dr. Pediatrics	(xxx) xxx-xxxx	xx/xx/xxxx
Medical provider	Mrs. Health Department Nurse	(xxx) xxx-xxxx	xx/xx/xxxx
Intervention service provider (Part B)	Mr. Special Education Director	(xxx) xxx-xxxx	xx/xx/xxxx
Intervention service provider (Part C)	Ms. Family Support Specialist	(xxx) xxx-xxxx	xx/xx/xxxx
Home visitor	Mr. Home Visitor	(xxx) xxx-xxxx	xx/xx/xxxx
Home visitor			
Behavioral health specialist	Mrs. Infant and Early Childhood Behavioral Health Specialist	(xxx) xxx-xxxx	xx/xx/xxxx

Behavioral health specialist	Ms. Family Behavioral Health Specialist	(xxx) xxx-xxxx	xx/xx/xxxx
Other			

Table 2. Community Professionals

## Section 2.

**Initial Communication** - Clear communication is key!

*Write a communication plan to support families to understand and engage with the screening process. A thoughtful plan requires detail. Responding to (who, what, when, where, why, and how) will facilitate a successful plan. Refer to the Screening Communication Tips Sheet for ideas. **At least three details are required.***

I will begin communication with families by preparing a note home explaining my screening program. Including that it is a quality marker for STARS, why it is important to screen and identify children who may need services early, and how it benefits the children, families, and childcare program. I will tell families I would like them to partner with me. Inform them of their role and what to expect. For example, they will receive a paper copy of the ASQ:SE to take home and complete. They will have 1 week to do it. When they finish, they will bring it back and we will schedule a time to talk about the results within 3 weeks.

I will verbally tell parents about the note going home at pick-up and that I will be talking to them more and offer to answer any questions they may have after they look at the note.

## Section 3.

**Individualized Completion** - An individual approach is most effective.

*Write the action steps you will take to ensure screening is completed according to the publisher's guidance. What actions will ensure families' individual needs are met, during this phase of the process? You need to have **at least 3 action steps**. You may insert additional lines as needed for a realistic, effective plan.*

Step	Actions	Individualization Notes
1	Ask if families had a chance to look at the note	Have another copy of the note available when I ask for those who lost it
2	Each teacher will get the correct intervals and copy them for their students. Then have another teacher check for accuracy	
3	Post an interval in the classroom so parents have an idea what they look like	Draw attention to the tool for parents who don't usually notice the bulletin board

4	Send screener home with a conversation that the screener is going home and highlight the due date.	For families I know have trouble returning things, I will offer to sit down with family to help fill out the tool at their convenience.
5	Remind families 3 days before they are due and each day until the due date	Continue to offer support and time to do it together.
6	If a family doesn't bring the completed tool back, I will make a point to kindly try to find out why. What is the barrier?	
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Table 3. Individual Approach

## Section 4.

### Score and Interpret

Score as soon as possible after tools are returned or completed. Check for omissions. Review for written comments. Interpretation of scores is best done as a team. If not provided by your tool, consider what reflection questions will support a whole child approach to interpretation.

*Who will be responsible for scoring and reviewing for accuracy?*

*How will the interpretation process be carried out? (possible needs – training, time, meeting space, reflective questions, team). You need to have **at least 3 action steps**. You may insert additional lines as needed for a realistic, effective plan.*

Step	Actions
1	Each teacher will score for the children in their classroom including highlighting any omissions on the form in green and any parent concerns in yellow and completing the ASQ:SE Summary Sheet through the scoring portion.
2	Another teacher will check for accuracy in adding and highlighting omissions and comments.
3	I (Director) will be available to support teachers as they score.
4	Teachers will consider interpretation and reflect on possible next steps that could be discussed with the family.
5	Teachers will prepare activities from the ASQ:SE activity book to send home with parents after the results discussion.
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## Section 5.

### Communicate and Follow-up

Every family will be informed of the results.

*How will you effectively communicate ASQ-SE results to **all** families? Children will not all have the same result, therefore, approaches should be varied to meet different communication needs. You need to have **at least 3** action steps. You may insert additional lines as needed for a realistic, effective plan.*

Step	Actions
1	Teachers and families meet at the time agreed upon when the completed tool was returned to go over the ASQ:SE Summary Sheet together and the family will decide what the follow up actions will be if needed.
2	Teacher will offer phone calls or other methods for a verbal conversation for families who cannot meet in person
3	Teacher is responsible for making sure every family has the results and opportunity to discuss them.
4	Every family will receive activities to support the child's development from the ASQ:SE activity book.
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Table 5. Communication

*How will you encourage follow-up actions to happen for children and families? You need to have **at least 3** action steps. You may insert additional lines as needed for a realistic, effective plan.*

Step	Actions
1	I (Director) will be responsible for checking-in with teachers to ensure follow-up actions that take place in our program are happening.
2	When needed, teachers will offer support or connect families to Part B, Part C, or the Child Care Resource and Referral Agency's Family Engagement Coordinator.
3	Teachers will make an effort to continuously reach out to families who are working to receive further assessment or services to offer support and learn what the teacher can do to help support the child's needs.
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Table 6. Follow-up