



Parents as Teachers Technical Assistance Brief

**Developmental Screening and Surveillance**

*This is part of a series of Technical Assistance Briefs published by the Parents as Teachers national office designed to address emerging issues around the Parents as Teachers evidence-based model. These briefs are informed by research and evaluation findings, technical assistance efforts, feedback from stakeholders, and discussion within Parents as Teachers learning communities.*

**What information will I find in this brief?**

The purpose of this TA Brief is to review and explain updates to the Parents as Teachers guidelines for developmental screening and surveillance. Child screening is a core component of the evidence-based Parents as Teachers model and covers general health status, hearing, vision and development. Parents as Teachers affiliates use approved developmental screening instruments and the *Parents as Teachers Milestones* to monitor child developmental progress.

**What are the Parents as Teachers Essential Requirements for developmental screening and surveillance?**

Developmental screening, monitoring and surveillance through approved screening tools and the *Parents as Teachers Milestones* have been key to the success of the *Parents as Teachers Foundational Curriculum* and model. In order to support the healthy growth and development of all children, Parents as Teachers is revising the Essential Requirements on health, hearing, vision, and developmental screening as well as developmental monitoring and surveillance. These clarifications to the Essential Requirements are available for review on the ePortal and will take full effect for the 2018-2019 program year.

The developmental screening requirement is being separated from health, hearing, and vision screening to decrease confusion and to reflect the advances in developmental screening tools over the past few years. The revised Essential Requirement for developmental screening is that Parents as Teachers affiliates are required to complete developmental screening for each child within 90 days of enrollment or birth and then at least annually thereafter. Developmental screening includes language, intellectual, social-emotional and motor developmental domains. The Essential Requirement for child developmental screening sets the minimum standard and many affiliates choose to conduct child screening earlier, more frequently, and/or covering more developmental domains, following the recommendations of the screening tool publisher or funder requirements.

In addition to this change, Parents as Teachers is adding an Essential Requirement that parent educators review and update (as applicable) the *PAT Milestones* record for each enrolled child after each visit. Parents as Teachers has always required affiliates to use the *Foundational Curriculum* to design and deliver personal visits to families with children prenatal to three, and the *Foundational 2 Curriculum* for families with children ages three through kindergarten. Reviewing the *Milestones* prior to each visit and updating them after each visit as needed is integral to providing high quality development-centered Parents as Teachers personal visits. By lifting up this important aspect of the model and curriculum to the level of an Essential Requirement, Parents as Teachers is demonstrating the strength of our affiliate's cutting edge work and ensuring that children and families served by Parents as Teachers receive the best possible services so affiliates can achieve the best possible outcomes.

**What instruments or tools do PAT affiliates use to screen for developmental progress?**

In the past, Parents as Teachers affiliates could choose from a list of almost a dozen instruments to conduct developmental screening. In an effort to simplify screening guidance, PAT carefully examined the Affiliate Performance Report (APR) and found that the overwhelming majority of affiliates currently



use the Ages & Stages Questionnaire Third Edition (ASQ3) and Ages & Stages Questionnaire: Social-Emotional Second Edition (ASQ-SE2).

Beginning in the 2017-2018 program year, Parents as Teachers requires affiliates to use one of four approved developmental screening instrument options:

- Both Ages and Stages Questionnaire Third Edition (ASQ-3) and Ages and Stages Questionnaire: Social-Emotional Second Edition (ASQ-SE2).  
*The ASQ-3 by itself **does not** meet the requirement for developmental screening as it does not include the social-emotional domains. Affiliates wishing to use the ASQ-3 must also use the ASQ-SE2.*
- BRIGANCE Early Childhood Screens III
- Developmental Indicators for the Assessment of Learning Fourth Edition (DIAL-4)
- Parents' Evaluation of Developmental Status (PEDS)  
*The PEDS-Developmental Milestones (PEDS:DM) is not approved for use as a Parents as Teachers developmental screening tool.*

Parents as Teachers affiliates use the most up-to-date instrument available from the publisher and are required to transition to the new edition of any tool used no more than one year after release. Affiliates must follow the publisher's guidelines for instrument use including training requirements. While affiliates may also use other screening tools, they will not meet the screening requirement.

### **How is developmental screening different from developmental monitoring and surveillance through use of the *Parents as Teachers Milestones in the Foundational and Foundational 2 Curricula*?**

Developmental monitoring and surveillance using the *Parents as Teachers Milestones* is ongoing and comes up naturally throughout the course of a personal visit. Monitoring and surveillance tracks the child's development over time, charting patterns, and identifying red flags based on the parent educator's observations of the child and conversations with the parents/caregivers.

In contrast, developmental screening uses validated and approved screening instruments or tools to consider the child's development at a single point in time in a systematic way. Approved screening instruments review a variety of tasks and observable behaviors to provide an aggregated score which can be used to identify areas for further professional intervention.

Both screening and monitoring can result in early identification of developmental delays and overall improved health and development of young children, and are essential to the Parents as Teachers evidence-based model.