Developmental and Behavioral Screening Guide for Early Care and Education Providers

California Statewide Screening Collaborative

WestEd Prevention & Early Intervention

CALIFORNIA EARLY START

Race to the Top-Early Learning Challenge

The *Developmental and Behavioral Screening Guide for Early Care and Education Providers* was developed by the California Statewide Screening Collaborative and funded by the California Department of Developmental Services (DDS) Early Start and Health Services Section through its Race to the Top–Early Learning Challenge grant. The *Guide* was produced by the WestEd Center for Prevention & Early Intervention under contract to DDS. The Center for Prevention & Early Intervention provides training and technical assistance in policy development, translation of research to practice, systems evaluation, and implementation of evidence-based practices to promote a comprehensive approach to improving developmental, academic, and behavioral outcomes for all children and youth.

For information about California Early Start contact the Department of Developmental Services at 800-515-BABY, visit the website at www.dds.ca.gov/earlystart, or email earlystart@dds.ca.gov.

For questions or more information about the Statewide Screening Collaborative or the *Guide*, contact WestEd Center for Prevention & Early Intervention, at cpei@wested.org or 916-492-4000.

The *Developmental and Behavioral Screening Guide for Early Care and Education Providers* is available online for download at no charge at www.wested.org/resources/cpei-california-early-care-and-education-screening-guide.

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Dear Colleagues,

The California Statewide Screening Collaborative (Collaborative) is pleased to share the *Developmental and Behavioral Screening Guide for Early Care and Education Providers*. A strong history and body of work on developmental and behavioral screening services and supports in California served as the foundation for the *Guide*, which is modeled after the recent federal initiative *Birth to 5: Watch Me Thrive!* and their Early Care and Education Provider Guide for Developmental and Behavioral Screening. Special thanks are due to the U.S. Department of Health and Human Services, Administration of Children and Families for permission to adapt the *Guide* to serve the California audience.

The Collaborative facilitates partnerships throughout the state to enhance early childhood screening, referral, follow-up, and monitoring, and it leverages opportunities to develop and promote early childhood screening and related activities. The *Guide* was developed to share information and resources that will increase awareness of and access to screening, services and supports, and referral resources across the state.

The *Guide* has two sections:
- Early Care and Education Provider's Guide to Developmental and Behavioral Screening — an overview and discussion of the provider's role in screening and monitoring within the context of early care and education settings, including the differences between screening and monitoring, when and why to screen, and how to engage and support families in the process.
- Developmental and Behavioral Screening Resources for Early Care and Education Providers and Families — a comprehensive list of best practices and resources for developmental and behavioral screening, referral and follow-up available on-line.

We'd like to make a special note of appreciation to the California Department of Developmental Services (DDS), Early Start and Health Services Section for funding the Collaborative under the Race to the Top–Early Learning Challenge (RTT–ELC). One of California's RTT–ELC capacity building goals is promoting early learning development outcomes for young children. DDS received RTT–ELC funding to support implementation of best practices in developmental and health screening in early care and education (ECE) settings. DDS subsequently awarded funding to WestEd Center for Prevention & Early Intervention for the Collaborative to support ECE screening, referral, and follow-up. The work of the Collaborative's ECE Screening Workgroup would not have been possible without this support.

For questions about the Statewide Screening Collaborative or the *Guide*, contact Anne Powell at apowell@wested.org.

We hope you find the *Developmental and Behavioral Screening Guide for Early Care and Education Providers* is a helpful resource that supports and enhances developmental and behavioral screening, referral, and follow-up for California's young children and their families.

California Statewide Screening Collaborative

Acknowledgments

Introduction

As an early care and education provider you are on the front lines of watching children develop. You are also a partner with families. As a provider and partner, making sure you talk to families about their child's development is important. Because you spend many waking hours with children, you may be the first to observe potential delays. If developmental concerns are caught early, you can help ensure that children receive the extra support they need while in your care and that they are linked to the appropriate services. Partnering with families and specialists to learn the signs and act early will ensure that children have the best possible start to a bright future (*Learn the Signs. Act Early*. at www.cdc.gov/ncbddd/actearly/index.html).

It is for these reasons that we are providing you with the information you need to best support the children and families in your care. The *Developmental and Behavioral Screening Guide for Early Care and Education Providers* will support your work with families in helping children develop and reach their full potential.

Other resources will also support your work. A list of standardized developmental and behavioral screening tools is available at https://www.acf.hhs.gov/sites/default/files/ecd/screening_compendium_march2014.pdf. The federal *Birth to 5: Watch Me Thrive! Toolkit* at www.acf.hhs.gov/programs/ecd/watch-me-thrive/resources offers additional national-level information about healthy development, developmental and behavioral concerns, where to go for help, how to talk to families, and tips on how to best support children. If you are part of an early childhood center or network, we encourage you to work with your center or network director to implement universal developmental and behavioral screening that will reach every child.

What influences child development and behavior?

Starting at birth and continuing throughout childhood, children reach milestones in how they play, learn, speak, act,

> "Many factors can influence child development, including biology and early experiences with caregivers and peers."

and move. Skills such as taking a first step, smiling for the first time, and waving "bye-bye" are called developmental milestones. Children develop at their own pace, so it can be difficult to tell exactly when a child will learn a given skill. However, the developmental milestones give a general idea of the changes to expect as a child gets older. A useful educational resource about child development is Chapter 3 of the *Guidelines for Early Learning in Child Care Home Settings* published by the California Department of Education and available online at www.cde.ca.gov/sp/cd/re/documents/elguidelineshome.pdf.

Developmental and behavioral screening plays an important role in early detection and appropriate supports for children who may be experiencing delays for any number of reasons. Many factors can influence child development, including biology and early experiences with caregivers and peers. Factors like warm and secure relationships, enriching learning opportunities, and proper nutrition, exercise, and rest can make a positive difference in healthy child development. On the other hand, poverty, unstable housing, parental stress, and adverse events such as household dysfunction, maltreatment, abuse or neglect, exposure to alcohol or substance abuse, violence, and/or trauma can have serious negative effects on child development and behavior. To learn more about the effects of adverse early childhood experiences, refer to Early Childhood Trauma and Identifying and Providing Services to Young Children Who Have Been Exposed to Trauma on the National Child Traumatic Stress Network website, www.nctsnet.org. Type each title into the search box (and scroll Search Results).

Child Maltreatment, Abuse and Neglect

We recognize that in the course of conducting screening, providers may discover situations of concern, in particular those in which they suspect child maltreatment or neglect. Adverse experiences like these have been shown to negatively affect brain and cognitive development, attachment, and later academic achievement and have enduring physical, intellectual, and psychological repercussions into adolescence and adulthood.

If you suspect a child is being abused or neglected or if domestic or sexual abuse is disclosed, contact your local Child Protective Services (CPS) office or law enforcement agency so professionals can assess the situation. Keep in mind that CPS agencies are equipped to investigate the home situation and have the resources to provide needed family support. All

California counties have a toll-free number to call to report suspected child abuse or neglect. To find out where to call, consult the Child Welfare Information Gateway web page, which has links to state and local hotlines, at www.dss.cahwnet.gov/cdssweb/PG20.htm.

For additional resources, check out Childhelp, a national organization that provides crisis assistance and other counseling and referral services. The Childhelp National Child Abuse Hotline, www.childhelp.org/pages/hotline-home, is staffed 24 hours a day, 7 days a week with professional crisis counselors who have access to a database of 55,000 emergency, social services, and support resources. All calls are anonymous. Contact them at 800.4.A.CHILD (800.422.4453).

What is developmental and behavioral screening?

Developmental and behavioral screening is a first-line check of a child's development using developmental and behavioral screening tools. A screening tool is a formal research-based instrument that asks questions about a child's development, including language, motor, cognitive, social and emotional development. A screening does not provide a diagnosis; rather, it indicates whether a child is on track developmentally and whether a closer look by a specialist is needed. All children should receive a screening, especially if you are concerned about their development. The results of a screening can help you plan how to best support the development of the children in your care.

Connecting families to a doctor or specialist is an important next step if a child needs a formal assessment. A formal assessment is an in-depth look at a child's development that may involve child observation, standardized tests, and parent interviews or questionnaires. These assessments are usually done by a trained specialist like a developmental pediatrician, child psychologist, or speech-language pathologist. The results of formal assessments are used to determine eligibility for early intervention services.

> "The results of a screening can help you plan how to best support the development of the children in your care."

What is developmental monitoring?

Developmental monitoring is a flexible and repeated observation of children's developmental milestones over time, usually using a brief checklist. It is less formal than screening and is done on a regular basis. You probably observe children's development closely by watching how they play and grow day after day. Developmental monitoring is a deliberate form of observation that can help you track developments that you notice daily. Monitoring can help you decide if a child should receive a formal developmental or behavioral screening or see his or her health care provider sooner than planned. Encouraging families to use developmental monitoring checklists can help clarify what behaviors they should be observing in their children.

Tools to Help Parents Track Developmental Progress

One tool for helping parents to track developmental progress is a screening passport, which is similar to an immunization card or booklet. This tool can help parents keep track of their child's screenings and share screening information with providers. The federal website *Birth to 5: Watch Me Thrive!* offers such a passport in their toolkit at www.goo.gl/onpIBp. Encourage families to use the passport and share it with all of the professionals on the child's team.

Another form that is specifically designed for recording each screening and referral of a child and family to their child's team is the *Road Map for Helping Your Child Grow*. It was developed at the University of California, Davis Center for Excellence in Developmental Disabilities and is available in English at www.cainclusion.org/camap/pdfs/RoadMapforHelpingYourChildGrow.pdf and in Spanish at www.cainclusion.org/camap/pdfs/RoadMapforHelpingYourChildGrow_spanish.pdf.

Watch Me! Celebrating Milestones and Sharing Concerns

Learn the Signs. Act Early., in partnership with the federal *Birth to 5: Watch Me Thrive!*, has released an ECE provider online training course. This free course provides excellent training on child development and discussing developmental milestones with parents. It creates the important groundwork necessary for conducting developmental and behavioral screening. Details are available at www.cdc.gov/ncbddd/watchmetraining/index.html.

How often should children be monitored and screened?

Children's development should be observed, or *monitored*, on an ongoing basis in the home, child care settings, and anywhere else children spend their time. The American Academy of Pediatrics (AAP) recommends *developmental and behavioral screening* with a standardized developmental screening tool when a child is 9, 18, and 24 or 30 months of age. These screenings may be done in early childhood settings, schools, or community-based intervention programs, or in the child's medical home, the model of comprehensive children's care recommended by the AAP. Although screening is recommended at specific ages, it should be done at any age if you and/or the family are concerned about a child's development.

When should I talk to families about developmental and behavioral screening?

Have an in-depth conversation about screening if you have concerns about a child's development. As soon as you notice that a child is not developing at the same rate as other children in your care, it is important to talk to the family. Remember, all children are different and we do not expect them all to develop at the same pace. But over time, if you notice a child is behind his peers socially, emotionally, or in any other way, you should speak up.

Discuss healthy development with all families on a regular basis. Celebrating developmental milestones together can help ensure that children's development is being monitored and that children are progressing in their development. In addition, you can encourage families to talk to their primary health care provider about their child's development at every well child visit.

How do I engage families in the screening process?

When you have an in-depth conversation with the family about developmental and behavioral screening, be sure to explain that it is a normal process for children, like hearing and vision screenings. Engaging families generally involves informing them about the process and why you feel it's necessary. Demystifying the process to help parents understand what screening involves and how it takes place can help you engage their active involvement. A useful resource is the professional development screening and assessment module, at https://childcareta.acf.hhs.gov/sites/default/files/infant-toddler_development_screening_and_assessment.pdf.

The lists below offer some useful suggestions for engaging families.

Talk to Families Before Screening
- When talking to families, it is best to use the language that they use at home.
- Start by pointing out something positive. Name a skill or behavior the child is doing well and express how excited you are to see his or her progress.

- If you are concerned about a child's development, point out the specific behavior the child is struggling with and ask the family if they observe the same behaviors at home. It is okay to say "I may be overly concerned, but I just want to make sure."
- Use the *Learn the Signs. Act Early.* developmental fact-sheets, www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/developmentalscreening.pdf, to support your observations on the child's strengths and challenges. This will reassure families that you are basing your comments on facts.
- Explain what developmental and behavioral monitoring and screening are. Make sure you note that these are normal processes that children go through to ensure they are on track in their development.
- Stress that a screening does **not** provide a diagnosis.

> "Demystifying the process to help parents understand what screening involves and how it takes place can help you engage their active involvement."

- Ask the family if they know whether their child has been screened in the past. If so, talk about the results in a confidential environment.
- If the child has not been screened in the past, ask the family for permission to perform a screening using a standardized tool.
- Provide families with informative materials and resources they can refer to for more information.
- Try to make it a discussion. Give the family time to listen, reflect, and provide input.
- Remind the family that you do your job because you love and care for children and that you are their partner on their child's developmental journey.

Walk Families Through the Screening Process
- If a family informs you that their child has not been screened in the past or if you or the parents have concerns about the child's development, ask for permission to perform a screening using a standardized tool. Explain that the survey will take about five minutes. Let the parent or caregiver know that the American Academy of Pediatrics recommends that children be screened for general development at 9, 18, and 24 or 30 months of age or whenever a parent or provider has a concern.
- If the family gives written consent, find a space to conduct a developmental and behavioral screening in private, using a tool that is appropriate for the families you serve. Most tools are surveys about children's development that parents can fill out themselves or have read to them.
- Score the developmental or behavioral screening tool in accordance with the instructions in the tool's manual.
- If you do not feel comfortable going through the screening process with the parent yourself and would prefer to refer the parent elsewhere for the screening, "Developmental and Behavioral Screening Resources for Early Care and Education Providers" (Screening Resources), in Section 3 of this document, can help you find appropriate places to refer. Don't forget that the child's medical home and an early intervention specialist are also appropriate referral sources.

Talk to Families After a "Low-Risk" or "No-Risk" Screening Result
- Discuss the screening results with the family and ask them to share results with the child's primary health care provider or medical home.

"The early intervention service or public school service program can conduct an in-depth assessment if the child is suspected of having a disability."

- Remind families that *monitoring* children's development should be ongoing in the home, in child care settings, and elsewhere.
- Give the family materials that describe their child's next developmental level. A good resource for this information is the *Learn the Signs. Act Early. Milestones Moments*, a series of booklets available at www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf (English) and www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/ltsae_booklet_milestonemoments_span-readerspreads_web-ready_7.22.11.pdf (Spanish).
- All children have strengths and challenges. Use the screening results to talk about them with the family.
- If you are still concerned about a child's development after a "low-risk" screening, discuss your concerns with the family and ask them to share your concern with their child's primary health care provider who may administer another test or refer the child to a specialist who can do a thorough assessment. Screening Resources in Section 3 contains ideas for activities that families can do with their children to help in their development.

You can also connect all families to parent training information centers, family-to-family health information centers, or parent-to-parent programs that connect parents of children with special needs with experienced parents for emotional support and help finding information and resources. Information about Early Start family resource centers is available at www.frcnca.org. Additional resources are available in Screening Resources, Section 3 of this document.

Talk to Families After an "At-Risk" Screening Result
- Remind the family that this is **not** a diagnosis. An "at-risk" screening simply means the child should be assessed more thoroughly by his or her primary health care professional, medical home, or another specialist.

Even if you are not concerned, an "at-risk" result indicates further assessment is needed. Standardized screening tools detect many delays before delays are overtly apparent.

- Connect the family to the right specialist like a pediatrician or family physician. Also refer the parent to the Department of Developmental Services Early Start Services, for a child under the age of 3, at earlystart@dds.ca.gov, or call 800-515-BABY. For a child age 3 and older, refer the parent to the Special Education Department of their local school district. A public school program can also conduct its own screening. The early intervention service or public school service program can conduct an in-depth assessment if the child is suspected of having a disability.
- The information in Section 3 can help you find local resources and specialists.
- Work together to create a list of questions the family can ask their pediatrician, early intervention service or public school service program as a result of the screening.
- Suggest activities that families can practice with their children to help in their development. Refer to the tips and resources in Screening Resources in Section 3.
- Use the information in Screening Resources to learn more about development and screening so that you can answer families' questions to your fullest possible extent. If you do not know the answer to a question, it is okay to say you are not sure but will find out.

Developmental and behavioral screening is a team approach

Developmental and behavioral screening and support are a team effort. Many different professionals interact with children and families, but parents and families are at the center of children's support teams. Other important members of the team include medical providers, early intervention service providers, home visitors, and behavioral health specialists, among others. As a member of the team, you should encourage and remind families to communicate developmental or behavioral concerns, screening results, and support plans to all members of the team. When everyone is communicating their concerns to others who are involved in children's care, children can get the support they need in *every* setting.

Secure the Family's Permission Before Screening

Before conducting any screening, make sure you have the family's permission. Once you have the first conversation, engage families every step of the way, from explaining what developmental and behavioral screening is to linking them to people and services that can help. Encourage families to talk to their child's health care provider and share the results of the screening. You can even help them come up with questions they can ask their doctor as a result of the screening. For additional information, read *Why Is Developmental Screening Important for My Child* at www.parentsreachingout.org/cd/pdfs_en/fs009.pdf.

How do I refer families to the right specialist after screening?

There are people in your community who can help children with developmental concerns. Many children have a regular primary health care provider or medical home that can look

> "While some children may have to be referred to a specialist for an in-depth assessment, all of the children in your care will benefit from individualized support."

at developmental concerns more closely. Ask families to take the results of their screening or a milestones checklist to their child's primary health care provider or medical home. If you are interested in helping the family locate a pediatric health care professional for the child, contact the California Maternal and Child Health Hotline, at www.cdph.ca.gov/programs/mcah/Pages/MCAHDirectorsandLocalTollFreeNumbers.aspx or 800-504-7081 for information in Spanish.

If a child **younger than 3 years of age** has an "at-risk" screening result, connect the family to a local early intervention service program. Early intervention service programs under Part C of the Individuals with Disabilities Education Act (IDEA) are available in California through the Department of Developmental Services' Early Start program, which offers child assessments free of charge to determine if a child has a developmental delay or is at risk of experiencing a developmental delay or disability. To find the local program that will determine eligibility for Early Start services, contact Early Start services at 800-515-BABY or email at earlystart@dds.ca.gov; to learn more about Early Start, visit www.dds.ca.gov/earlystart.

Eligibility for early intervention services are individually determined for each eligible infant or toddler by a regional center or local education agency (LEA). LEAs are primarily responsible for services for infants with vision, hearing, and severe orthopedic impairments, including any combination of these solely low-incidence disabilities; therefore, referrals for solely low-incidence disabilities should be made to county offices of education/LEAs. Regional centers are responsible for services for all other children eligible for Early Start.

Early Start family resource centers (ESFRCs) provide parent-to-parent support, information, and referral for all families. ESFRCs actively collaborate with local regional centers and educational agencies and help many parents, families, and children access early intervention services. Each

ESFRC is unique, reflecting the needs of the community. To find your local ESFRC, go to www.frcnca.org.

If the child is **3 years of age or older**, you can help connect the family to their neighborhood public school, which can provide information on assessments conducted under Part B of IDEA even if the child is not yet in kindergarten. A listing of school districts and related services can be found in the Central Directory under Quick Links at www.ceitan-earlystart.org.

How can I use screening results to individualize support for the children in my care?

While some children may have to be referred to a specialist for an in-depth assessment, *all* of the children in your care will benefit from individualized support. The results of a developmental and behavioral screening can help you identify children's strengths and challenges. For example, some children may score lower than others on social development, and you may notice they have trouble playing with other children. For these children, you may provide extra opportunities throughout the day to practice taking turns during play, asking friends to join them in play, or responding to friends' requests to play. Whether or not children screen "at-risk," knowing the strengths and challenges of the children in your care can help you individualize their early learning experiences. Use Screening Resources in Section 3 to learn more about individualized support.

Some children may have already been screened, evaluated, and given specialized services, like speech or occupational therapy. If so, talk to families to learn more about these services. You can help children in your care practice the new skills they are learning with specialists. Early care and education providers should be active members of every child's support team. For additional information, see *Go Out and Play! A Kit to Help Early Educators Monitor Development Through Play*, at www.cdc.gov/ncbddd/actearly/pdf/ccp_pdfs/gop_kit.pdf.

How do I select the right screening tool to fit my needs?

The list of screening tools in the *Birth to 5: Watch Me Thrive!* Compendium of Screening Measures for Young Children, at https://www.acf.hhs.gov/sites/default/files/ecd/screening_compendium_march2014.pdf, may help you learn more

about the tool your early care and education program is currently using or help you find a new screening tool to fit your needs. This compendium describes the evidence base behind certain standardized screening tools. Information is included on the cost, time to administer, training requirements, ease of use, and other factors that can help you find the right tool. Programs should not interpret this list as recommending or requiring the use of a particular tool. Rather, it should be used to learn about a selection of screening tools that are supported by research and help you make informed decisions about the best fit for the program.

Finding the Right Screening Tool

Ages: What age groups do I serve and what screening tools are made for those ages?

Time: How much time does it take to use this screening tool? Which tool is practical within a child care or Head Start program?

Cost: What is the cost for the screening tool and its ongoing use within early care and education programs?

Training: Is training required to use this screening tool? How much training is required? What type of training is recommended?

Languages: Does the screening tool need to be available in different languages to fit the needs of the families I serve?

Culture: Is it culturally appropriate?

Many early intervention systems and medical homes have adopted for their use certain standardized developmental screening tools. When choosing a screening tool, it may be helpful to talk with local referral and child service agencies to support developmental screening activities recommended by the early intervention service provider or medical home. It is also important to learn whether or not the screening tool in use measures what it is supposed to measure with accuracy. Read about the tool in the Compendium of Screening Measures for Young Children, at https://www.acf.hhs.gov/sites/default/files/ecd/screening_compendium_march2014.pdf to make sure the tool is of high quality and accurate in tracking development.

How do I use this list of screening tools?

The list of screening tools contained in the Compendium of Screening Measures for Young Children at https://www. acf.hhs.gov/sites/default/files/ecd/screening_compendium_ march2014.pdf has two sections: summary tables and individual profiles. If you are looking for a new tool, start at the summary tables as they provide an overview of many different tools. The tables may help you narrow the range of tools to consider. Once you narrow down the screening tools that may fit your needs, you might choose a smaller set of tools to read about in more detail in the individual profile section. If your program already uses one of these tools, you can go straight to the profile section to read more about it.

Making a difference

Research indicates that the first five years of a child's life are critical to brain development, academic achievement, and later life outcomes. The short time it takes to conduct developmental and behavioral screenings can change the trajectory of a child's life forever. By incorporating a system of regular developmental and behavioral screening, YOU can play an important role in making sure all children thrive. We hope you find this *Guide* useful in supporting young children and their families on their developmental journey. For a complete set of online and other resources visit "Developmental and Behavioral Screening Resources for Early Care and Education Providers" in Section 3 of this *Guide* and the *Watch Me Thrive!* Resources web page at www.acf.hhs.gov/programs/ecd/watch-me-thrive/resources.

Developmental and Behavioral Screening Resources for Early Care and Education Providers and Families

For Early Care and Education Providers

National Association for the Education of Young Children (NAEYC)
www.naeyc.org

Guidelines for Early Learning in Child Care Home Settings published by the California Department of Education (see especially Chapter 3 relating to child development)
www.cde.ca.gov/sp/cd/re/documents/elguidelineshome.pdf

WestEd Center for Prevention & Early Intervention
www.wested.org/about-us/programs/center-for-prevention-early-intervention/projects

Child Development

Learn the Signs. Act Early. (Provides a broad array of resources regarding child development)
www.cdc.gov/ncbddd/actearly/index.html

Milestone Moments
www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf (English)
www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/ltsae_booklet_milestonemoments_span-readerspreads_web-ready_7.22.11.pdf (Spanish)

Tips for Early Care and Education Providers: Simple Concepts to Embed in Everyday Routines
https://www.acf.hhs.gov/sites/default/files/ecd/508_tips_for_early_care_and_education_providers_april_2013.pdf

Guidelines for Early Learning in Child Care Home Settings
www.cde.ca.gov/sp/cd/re/documents/elguidelineshome.pdf

Go Out and Play! A Kit to Help Early Educators Monitor Development Through Play
www.cdc.gov/ncbddd/actearly/pdf/ccp_pdfs/gop_kit.pdf

Little Kids, Big Questions: A Parenting Podcast Series (Zero to Three) (free)
www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast (English and Spanish)

Little Kids, Big Questions Podcast — Group I CEU (Zero to Three) (fee)
https://secure2.convio.net/zttcfn/site/Ecommerce/302720281?VIEW_PRODUCT=true&product_id=4881&store_id=1461 (English and Spanish)

Little Kids, Big Questions Podcast — Group II CEU (Zero to Three) (fee)
https://secure2.convio.net/zttcfn/site/Ecommerce/302720281?VIEW_PRODUCT=true&product_id=4901&store_id=1461 (English and Spanish)

Child Maltreatment, Abuse and Neglect

To report child abuse
www.dss.cahwnet.gov/cdssweb/PG20.htm
800-4ACHILD (800-422-4453)

Childhelp National Child Abuse Hotline
www.childhelp.org/pages/hotline-home

Early Childhood Trauma
www.nctsnet.org (Put title into search box, then scroll through resulting Search Results)

Developmental and Behavioral Screening

Birth to 5: Watch Me Thrive! Resources (for developmental screening in early care and education and other settings)
www.acf.hhs.gov/programs/ecd/watch-me-thrive/resources

Developmental Screening Fact Sheet
www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/developmentalscreening.pdf

Birth to 5: Watch Me Thrive! Compendium of Screening Measures for Young Children
www.acf.hhs.gov/sites/default/files/ecd/screening_compendium_march2014.pdf

Identifying and Providing Services to Young Children Who Have Been Exposed to Trauma: For Professionals
www.nctsnet.org (Put title into search box, then scroll through resulting Search Results)

Watch Me! Celebrating Milestones and Sharing Concerns
www.cdc.gov/ncbddd/watchmetraining/index.html

Birth to 5: Watch Me Thrive! Passport
www.goo.gl/onpIBp

Infant/Toddler Development Screening and Assessment training module
https://childcareta.acf.hhs.gov/sites/default/files/infant-toddler_development_screening_and_assessment.pdf

Information for Early Childhood Educators (Centers for Disease Control [CDC] Learn the Signs. Act Early.)
www.cdc.gov/ncbddd/actearly/ccp/index.html

Early Identification: Key Components (a flow chart and narrative description of early identification developed by California MAP to Inclusion and Belonging [Making Access Possible])
www.cainclusion.org/camap/pdfs/EarlyIDGuide.pdf (English)
www.cainclusion.org/camap/pdfs/EarlyIDGuide_spanish.pdf (Spanish)

Road Map for Helping Your Child Grow
www.cainclusion.org/camap/pdfs/RoadMapforHelpingYourChildGrow.pdf (English)
www.cainclusion.org/camap/pdfs/RoadMapforHelpingYourChildGrow_spanish.pdf (Spanish)

Talking to Families with At-Risk Children

Early Start Information Fact Sheets
www.dds.ca.gov/EarlyStart/RM_Outreach.cfm#2

Sharing Concerns: Parent (and Caregiver) to Parent
www.firstsigns.org/concerns/parent_parent.htm

Talking to Families of Infants and Toddlers about Developmental Delays (a publication of the National Association for the Education of Young Children [NAEYC])
www.naeyc.org/files/yc/file/201001/OnOurMindsWeb0110.pdf

Tips for Talking with Parents (CDC Learn the Signs. Act Early.)
www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/tipstalkingparents.pdf (English and Spanish)

Resources for Families with At-Risk Children

What Is Early Start? (California Department of Developmental Services, Early Start and Health Services Section brochure)
www.dds.ca.gov/EarlyStart/WhatsES.cfm

Early Start Services (California Department of Developmental Services, Early Start and Health Services Section)
www.dds.ca.gov/earlystart telephone 800-515-BABY or email earlystart@dds.ca.gov

Local Assessment and Treatment Resources: County Specific Resources (California MAP to Inclusion and Belonging [Making Access Possible])
www.cainclusion.org/camap/counties.html

California Early Start 2013 Central Directory of Early Intervention Resources (California Department of Developmental Services, Early Start and Health Services Section)
www.dds.ca.gov/EarlyStart/docs/central_directory.pdf

Early Start Family Resource Centers (California Department of Developmental Services, Early Start and Health Services Section)
www.frcnca.org

Early Start Family Resource Center brochure (California Department of Developmental Services, Early Start and Health Services Section)
www.dds.ca.gov/EarlyStart/docs/FRC_English.pdf (English)
www.dds.ca.gov/EarlyStart/docs/FRC_Spanish.pdf (Spanish)

County Mental Health Plan Contact List (California Department of Health Care Services)
www.dhcs.ca.gov/individuals/Pages/MHPContactList.aspx

For Families

General Parenting Information

Essentials for Parenting Toddlers and Preschoolers
www.cdc.gov/parents/essentials/index.html

Little Kids, Big Questions: A Parenting Podcast Series (Zero to Three) (free)
www.zerotothree.org/about-us/funded-projects/parenting-resources/podcast (English and Spanish)

Track Your Child's Development Milestones/Your Child's Early Development Is a Journey (CDC Learn the Signs. Act Early.)
www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/trackchildsdevmilestoneseng.pdf

Parent education site (First 5 California)
www.first5california.com/parents

First 5 California County Commissions
www.first5california.com/county/county_map.html

Childhood Development

Q&A on Early Development (Zero to Three)
www.zerotothree.org/child-development/early-development/q-a-on-early-development.html

Developmental Milestones (CDC Learn the Signs. Act Early.)
www.cdc.gov/ncbddd/actearly/milestones/index.html

Developmental Milestones (Center for Parent Information and Resources)
www.parentcenterhub.org/repository/hitos (Spanish)

Milestones Moments booklet (CDC Learn the Signs. Act Early.)
www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/milestonemomentseng508.pdf (English)
www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/ltsae_booklet_milestonemoments_span-readerspreads_web-ready_7.22.11.pdf (Spanish)

It's Time to Change How We View a Child's Growth (milestones card, CDC Learn the Signs. Act Early.)
www.cdc.gov/ncbddd/actearly/pdf/hcp_pdfs/informationalcard.pdf (English)
www.cdc.gov/ncbddd/actearly/pdf/other-lang/information-card_port.pdf (Spanish)

Developmental milestones checklists from 2 months to 5 years (English / Spanish) (CDC Learn the Signs. Act Early.)
www.cdc.gov/ncbddd/actearly/pdf/checklists/all_checklists.pdf

Test Your Knowledge – Take the Milestones Quiz (CDC Learn the Signs. Act Early.)
www.cdc.gov/ncbddd/actearly/quiz/alt.html

Early Development Tips and Tools (Zero to Three)
www.zerotothree.org/child-development/early-development/tips-tools-early-development.html

Getting Ready for School Begins at Birth: How to Help Your Child Learn in the Early Years (Zero to Three)
www.zerotothree.org/child-development/social-emotional-development/gettingreadyforschoolbeginsatbirth.pdf (English)
www.zerotothree.org/child-development/social-emotional-development/srbooklet-sp.pdf (Spanish)

Play With Me! Fun Activities That Support Early Learning (birth through 36 months, for grandparents, though also helpful to parents and care givers) (Zero to Three)
www.zerotothree.org/child-development/grandparents/play-with-me-fun.html

Amazing Me. It's Busy Being 3 (Teaching parents about child development at age 3)
www.cdc.gov/ncbddd/actearly/documents/amazing_me_final_version_508.pdf

California Maternal and Child Health Hotline
www.cdph.ca.gov/programs/mcah/Pages/MCAHDirectorsandLocalTollFreeNumbers.aspx
800-504-7081 (for information in Spanish)

All About Young Children. Information for Families on Children's Early Development (California Department of Education)
www.allaboutyoungchildren.org (Multiple languages, including Spanish, Chinese, Tagalog)

Developmental Screening

Developmental Screening Fact Sheet (CDC Learn the Signs. Act Early.)
www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/developmentalscreening.pdf

First Steps: Why Is Developmental Screening Important for My Child?
www.parentsreachingout.org/cd/pdfs_en/fs009.pdf

Child Development: It's Better to Know (video) (CDC Learn the Signs. Act Early.)
www.cdc.gov/ncbddd/video/ltsae_spanish/index.html (Spanish)

CDC child development resources
www.cdc.gov/ncbddd/childdevelopment/index.html

Developmental Screening Results — At-Risk Children

Developmental Delay — National Dissemination Center for Children with Disabilities (NICHY) Disability Fact Sheet #9 (Center for Parent Information and Resources)
www.parentcenterhub.org/wp-content/uploads/repo_items/fs9.pdf

It's Better to Know
www.researchautism.org/resources/links/documents/FotonovelaEnglish.pdf (English)
www.researchautism.org/resources/links/documents/Fotonovela.pdf (Spanish)

Reasons for Concern brochure (California Department of Developmental Services, Early Start and Health Services Section)
www.dds.ca.gov/EarlyStart/docs/ReasonsForConcern_English.pdf (English)
www.dds.ca.gov/EarlyStart/docs/ReasonsForConcern_Spanish.pdf (Spanish)

What Is Early Start? (California Department of Developmental Services, Early Start and Health Services Section)
www.dds.ca.gov/EarlyStart/WhatsES.cfm

Early Start Services (California Department of Developmental Services, Early Start and Health Services Section)
800-515-BABY or email at earlystart@dds.ca.gov

California Parent Training and Information (PTI) Centers (map)
www.dredf.org/programs/PTI_CA_A.pdf

California MAP to Inclusion and Belonging (Making Access Possible)
www.cainclusion.org/camap

Developmental and Behavioral Screening Guide for Early Care and Education Providers