

Enhancing Developmental Screening Processes



Developmental Screenings A.K.A. “Child-Find” Screenings are not being completed as thoroughly nor as often as they were pre-covid. This capstone aims to guide the district in restoring prior practices and implementing new practices to ensure child-find for ages three-five is being completed frequently and thoroughly.

Child Find

Each public school is responsible for identifying, locating, and evaluating all children who may be eligible for special education.

Who's responsible?

Ages Birth-Three- these ages are covered by the State of Connecticut Birth-Three system.
Ages 3-22- these ages are covered by the public school in the town of residence.

Importance of Early Identification

Identification and implementation of services as early as possible ensures the individual the necessary services for making progress. This maximizes long-term outcomes and overall success and can prevent the need for services later in life.

What's Involved?

A developmental screening can be used for preschool students (especially those not enrolled).
Older students are screened using universal screening procedures and the special education referral process. Un-enrolled students can be referred by a parent or guardian to the public school for evaluation.

Early intervention is critical in the future success of students with special needs.

The mission of the Pre-K Child-Find Team is to provide early intervention and early childhood developmental instruction to all students enrolled while engaging in child-find practices to increase access and enrollment overtime.



Develop Systems

Collaborate and Plan

Meet with a variety of team members to develop systems to enrich our screening process including a survey for families to request a screening, setting dates for quarterly screenings, and developing family and/or community PD to expand knowledge on typical and atypical childhood development.



Advertise

Develop and Distribute

Develop a flyer to distribute both electronically and in print at a variety of local establishments in which families visit- child care facilities, doctor's offices, etc. The flyer will include an electronic way for families to request a screening.



Record Keeping- Data!

Collect and Analyze

Develop a system for tracking screenings and their outcomes. Periodically review data pool to follow up on re-screens and to check in with families.

Develop Systems- by June 2026

With our child-find team, I reviewed past documents related to child-find practices and we discussed what was still relevant, what was outdated, and what we needed to add in.

Develop a shared drive for Screenings containing documents such as the flyer, the google form, and a record keeping sheets document.

Fall 2025-Spring 2026- Collaborate with parent educator and other resources to develop and offer parent trainings on typical and atypical early childhood development. Alternative would be information in print distributed to community highlighting one developmental area per month as well as continuous advertisement of the screening options.

Advertise- by Fall 2025

A big component of this capstone project was to create a simple and clean flyer to attract families to sign up for developmental screenings.

The flyer contains information about the screening process, our contact information, and contains a link to a google form for families to request a screening appointment at their convenience. The flyer will be shared electronically and in print at local establishments such as child care programs and doctor's offices.

The flyer can be viewed [here](#).

The google form can be viewed [here](#).

Record Keeping- Data!- by Fall 2025

Part of completing this capstone led to the determination that our record keeping was not sufficient for screenings. We need to develop a [google sheet](#) for tracking how many screenings are happening as well as the outcomes of the screenings such as when a child needs to be re-screened or followed up with.

- child specific information

- screening results

- shared access so teachers can review and follow up with students/families once students have enrolled

- helpful for tracking child-find over time

Develop Systems

Advertise

Record Keeping

Timeline

Project timeline

By Spring 2025

Develop Flyer

Flyer made using canva, ready for distribution

By Spring 2025

Google Form/Sheet

Google form and sheet created for requesting screenings and tracking screenings.

By Fall 2025

Distribute Flyer

Distribute flyer to daycares (list from 211) and local medical offices.

By Spring 2026

Collaborate/PD

Work with parent educator to collaborate on a parent training on typical and atypical early childhood development.

Spring 2026

Review and Revisit

Review how the plan unfolded and consider any revisions necessary.

Additional Ideas/Next Steps from the Child-Find Team to consider

Social-Emotional

Build in the use of the ASQ-SE or Social Emotional Checklist (quick-dial) to the screening (currently completed through observation and parent conversation)

Consider a google form for overall parents to complete regarding social emotional development prior to attending the screening.

Sparkler App

Introduce families to the Sparkler App, an app used for tracking and monitoring childhood development including home based activities and suggestions.

See more [here](#).

Screening Gift

Bring back an older practice of gifting each child a book and each parent a packet on early childhood development, the importance of pre-k, and information on how to register for preschool.

Additional Thoughts

Update outdated screening protocols to indicate the use of the Quick-Dial screening tool. Outline steps if quick-dial cannot be completed (utilize play based techniques).

Organize quarterly screenings with additional advertisement to supplement the as requested screenings.

Encourage families of incoming B-3 students to attend a screening to assist in goal development if the district is not completing its own evaluations.

Thank you!

Questions?

Thank you for your attention during this presentation. For more information, please reach out to Keri O'Neill at oneillk@putnam.k12.ct.us