

# TOOL EVALUATION

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Evidence Informed Decision Making

Assignment #2

Screening Tool Evaluation

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The screening tool that I am evaluating is called the Ages and Stages Questionnaires: Social-Emotional, Second Edition. I am choosing to evaluate this tool because I have noticed a significant increase in the amount of children that are entering the public education system with behavioural issues. Early identification of social-emotional problems is crucial to building a strong foundation to learning, (ASQ®:SE-2, 2018). I believe that if more awareness and screening can be brought to these specific needs in children, this increase can be modified and effective curriculum measures can be implemented to foster the practical growth and learning in this important cognitive domain.

In an ideal setting the ASQ:SE-2, Ages and Stages-Social Emotional, Second Edition, would be used in addition to a Multi-Tiered Support System designed to support and develop Social Emotional growth in the classroom. The screen would be performed on tier 2 children displaying difficulties with the interventions placed in the classroom to support those needs. The screen would be performed on the tier 3 children every 6 months, to assess growth and needs.

This is a cost effective assessment that is easily accessible by the childcare center, widely used by centres and agencies, validity and reliability is high. It is fairly straightforward to score and the cutoffs are listed clearly. The parents and centre staff would perform the screen and scores would be compared and assessed by the resource consultant. This screen would help to indicate if referrals to further agencies or professionals need to be made in order support the child outside of the centre. It would also help to see if growth is being made through the curriculum interventions and strategies put in place within the centre. The screen also includes, tips, pointers and activities to focus on with the children and it is based on

research in the specific domains of development. These can be done both at home and in the centre.

The Ages & Stages Questionnaires: Social-Emotional, Second Edition or the ASQ:SE-2 is a screening tool that can be used on any child in the age range of 1-72 months. Validity, reliability, and utility studies were conducted on ASQ:SE-2 between 2009 and 2011 to accurately determine the psychometric properties of the screening instrument. Normative studies included 14,074 children, ages 1 month up to 72 months. The results support the ability of ASQ:SE-2 to discriminate between children with social-emotional delays and those who appear to be developing typically in social-emotional areas.(ASQ:SE-2, 2018). It can be completed by parents and caregivers, requires very little training to complete and is scored by trained staff, in this case it would be the resource consultant who would score the screen. This screen is both cost effective and easy to use, it takes about 10-15 minutes to complete and 1-3 minutes to score. According to ASQ:SE-2, 2018, “Programs across the country rely on ASQ:SE-2 because it’s:

highly valid, reliable, and accurate

cost-effective

easy to score in just minutes

researched and tested with an unparalleled sample of diverse children,

a great way to partner with parents and make the most of their expert knowledge”.

The ASQ:SE-2 screens 7 behavioural areas, which are, autonomy, compliance, adaptive functioning, self regulation, affect and social communication interaction.

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4 The tool is published by Brookes Publishing Company and is available to purchase on the Ages and Stages website, <https://agesandstages.com/products-pricing/asqse-2/>.

When a child or group of children is brought to the attention of the resource consultant for challenges relating to any of the seven areas listed above a multi-tiered support system would be put into the classroom to support growth in these areas. The MTSS would provide small group activities, games and songs to promote and develop emotional literacy. All of the children in the centre would be provided these small group experiences. Along with these tier 1 supports, a second tier would be provided.

Tier 2 classroom interventions could include, emotional literacy programming and small group activities to aide and foster the children in naming and identifying their emotions and self-selecting tools to help them calm. The creation of a centre or area of the room to promote the self-directed calming and quiet time, when needed. Small group activities to teach problem solving tools in an age appropriate fashion. Providing classroom tools to promote self calming for the children. These could include: Sensory bins, sensory bottles, access to a music player and headphones, visuals for breathing techniques posted (must be taught first). Small toys for belly breathing(watch the duck rise and fall on belly while taking deep breaths). Fidget toys Squishy toys, stretchy toys, a busy board with latches, knobs, switches and locks and list of heavy work ideas (child must be assisted and directed in selecting a heavy work strategy).

If, after the tier 2 supports have been implemented in the classroom and available to all children, there are still concerns with the socio-emotional domain of development, the

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5 ASQ-SE2 screen would be completed, this would be completed based on the child's age in reference to the age appropriate screener.

This screening tool would be utilized by the child care centre to access further supports for children who are not responding positively to the Multi-Tier Support System put in place to teach and model specific emotional literacy and self-regulation skills to all the children within the centre. The purpose of this process would be to identify if the child is at risk and to access supports and services for the child. This would also include, any and all, tier 3 supports that can be offered in the child care centre and at home. The screen would be completed by parents/guardians and centre staff. The scoring will be completed by the resource consultant. From the results of the screen, further referrals and curriculum will be discussed at a meeting, once the scoring is completed.

During this meeting parents, staff and any other professionals already working with the child will be invited to provide strategies and steps to move forward with the child's interventions. At this meeting, all concerns will be raised by any team member. The team will work with the screen results to move forward with further curriculum interventions, strategies and tools. The team will discuss next steps in terms of referrals to community programs and agencies. The resource consultant will assist in community and agency referrals where necessary. The resource consultant will support the family and parents/guardians to implement successful interventions at home, based on the needs identified by the screen. The resource consultant will work with community agencies and professionals to create an inclusive strategy for the childcare centre and home, based on the results of the screen and the discussion at the meeting. The resource consultant will work with the centre and staff to create tier 3 supports

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6 to meet the child's needs in the specific areas of concern, as indicated by the screen. These supports will be put in place at the centre and should be available for all children in the room to access, in order to support inclusion of the child with needs and the entire classroom. The use of these supports, strategies and interventions within the classroom setting will allow for modeling of appropriate uses by adults and children. This will give the child a good sense of belonging and encourage self-directed learning in the domain of social emotional development.

The screen will be completed at six months intervals to support development and progress, it will also be used to drive further instruction in the classroom setting and assist parents/guardians with strategies to support at home. The results of the screen will be recorded and meetings to discuss further strategies, growth made and concerns or issues will occur every four months to support the child, family and centre. The resource consultant will schedule these meetings and keep a file of the minutes from these meetings. The resource consultant will visit the centre bi-weekly to support the centre, classroom and child. During these visits the resource consultant will meet with classroom staff to address successes and challenges. Together the staff and resource consultant will adapt or modify any of the strategies that raise concerns. They will come up with new strategies or interventions to support the child's needs, as well as, the classroom's needs. This will ensure that the curriculum and environment are inclusive of every child's needs surrounding the healthy development of social and emotional domains.

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