



ECCS

Early Childhood Collaborative of Southington

Presents

A Community Café: Supporting Southington's young children with disabilities or developmental concerns

November 9, 2023

www.southingtonearlychildhood.org

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Agenda

- Welcome and Introductions
- What and Why
- Sparkler
- Available Supports
- Transitions / Southington Public Schools
- Community Needs
- SEPTA



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Welcome and Introductions

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Early Childhood Collaborative of Southington

Mission: Collaborating to ensure Southington's children are healthy and prepared to learn through advocacy, programs, resources, and support.

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Introductions

- Joanne Kelleher, Executive Director
- Betsy Mintz, Parent Ambassador
- Jessica Mitchell, Parent Ambassador



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Who are you?

Now that you've met us, tell us about you and your reason for being here tonight.



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What is a Community Café?

Opportunity for parent engagement

Promote strong parent leaders

Many to many conversation, not just a presentation

Facilitated dialogue and interaction around a central idea of theme



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Community Agreement

- Your expectations
- Photos
- Summary report



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Why this topic?

- Covid-19 impacts
- Change to the Southington Public School preschool “community peers” enrollment
- Statistics from Birth to Three and other services



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Birth to Three in CT – 2017 Birth Year

Child Development Infoline Contacts (9911 = 28% children born in 2017)

Part C Referrals (8583 = 25%)

Evaluations (8083 = 23%)

Eligible (5940 = 17%)

Enrolled (5560 = 16%)

Early Childhood Special Education Eligible (2210 = 6%)

Connecticut Birth to Three Annual Data Report FY22 (July 1, 2021 – June 30, 2022) <https://www.birth23.org/wp-content/uploads/2023/02/FY22-Connecticut-Birth-to-Three-Annual-Data-Report.pdf>

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Birth to Three in Southington

Birth to Three supports families when they have concerns about their children's development.

Fiscal Year (July to June)	Referred	Evaluated	Eligible	Served
2022	100	85	58	110
2021	117	61	66	100
2020	51	89	46	87
2019	93	57	99	55
2018	99		60	95
2017	83			88

Source: <http://www.birth23.org/aboutb23/annualdata/>



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Why this topic? Continued.

- New tool: SPARKLER for developmental screening
 - Child development, behavior and mental health are all linked.
- Southington does not have a Special Education Parent Teacher Association (SEPTA)



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Introduction to SEPTA

- A PTA that brings together people who are interested in Special Education and children with Special Needs
- Used as a tool to inform about needs and laws
- Raise awareness of needs to school administrators



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Starting a SEPTA & Benefits

- Melissa Beylouni
 - Director of Membership, Office of CT PTA
- Benefits
 - Brings people together
 - Promotes understanding of special education
 - Strives to enrich lives of children with special needs

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Sparkler and Screening

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12:46

ASQ3

Let's see how much Edmond has grown!

Get Started!

I'll do it later

Ages & Stages Questionnaires®
Third Edition (ASQ®-3), Squires & Bricker.
© Brookes Publishing Co. 2011

sparkler

Fall 2023

BEST PRACTICES IN SCREENING & FOLLOW UP WITH SPARKLER

sparkler

Connecticut Office of Early Childhood

ASQ
Ages & Stages Questionnaires®

2:1:1
Child Development

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THE WHY OF SCREENING

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Why IS Screening Important?

Paul H. Lipkin, MD, (Pediatrics, 2020): “Early identification and intervention for developmental disorders are critical to the well-being of children...The act of screening itself provides engagement conversations and builds relationships with families..”

Former AAP President Dr. Benard P. Dreyer: “This type of screening can identify children with significant developmental and behavioral challenges early, when they may benefit most from intervention, as well as those with other developmental difficulties. For screening to be effective, by design it must be applied to all children – not only those who exhibit overt symptoms, or those an individual clinician judges would benefit.”



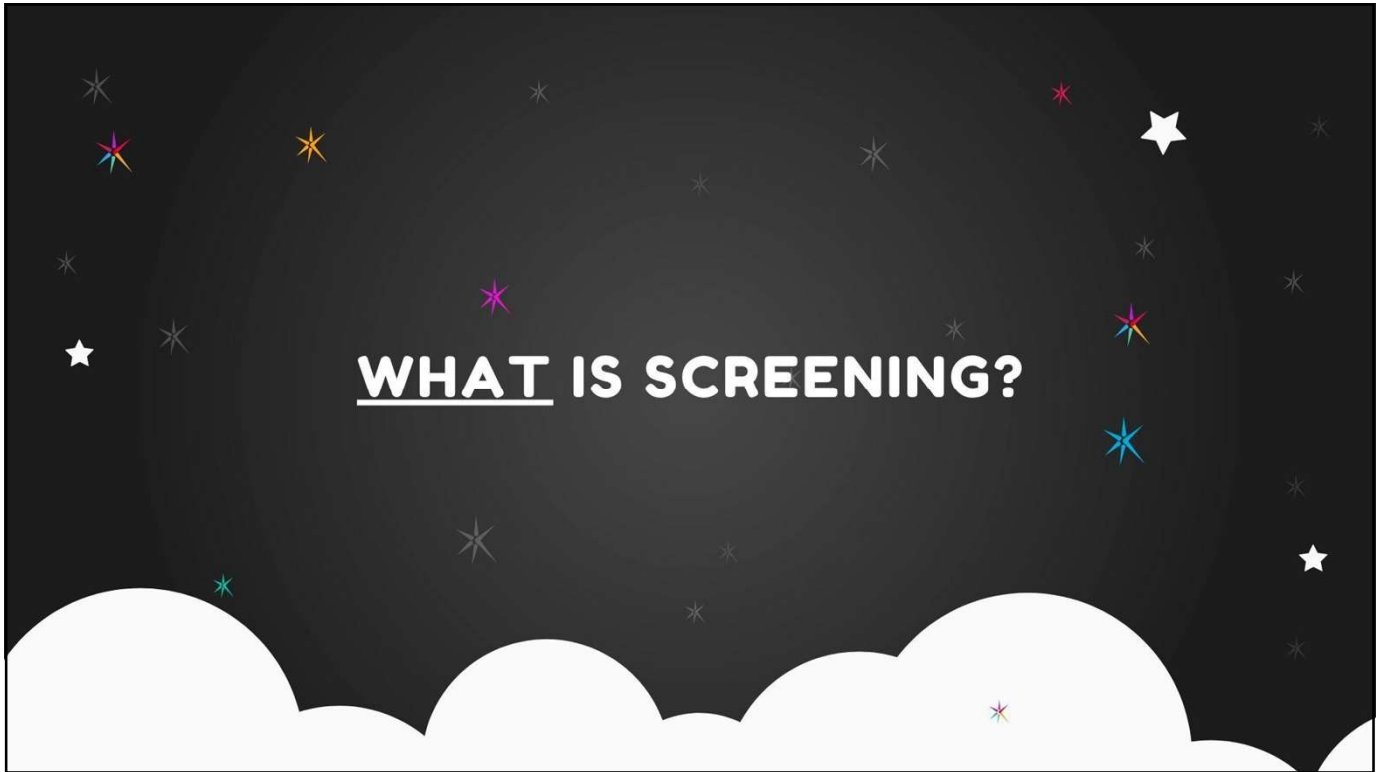
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Screening — early and often — helps kids get support they need

	Without screening tools	With screening tools
Developmental Delays	30% identified Palfrey et al, 1994	70-80% identified Squires et al, 1996
Mental Health Challenges	20% identified Lavigne et al, 1993	80-90% identified Sturner, 1991





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Sparkler is the MOBILE Way for Families to Access ASQ

5:54 50%

Let's see how much Leo has grown!

Get Started!



[I'll do it later](#)

Ages & Stages Questionnaires®
Third Edition (ASQ™-3); Squires & Bricker.
© Brookes Publishing Co. With permission of the publisher.

By using Sparkler's mobile app, families can access developmental screening whenever, wherever.

Mobile access means:

- More access to screening for families with young children
- More equitable access to screening

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Screening Starts Early



Parents can complete ASQs about their children starting when they are two months old to learn about their development. They can check in through early childhood to see how their children are doing!



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Screening Intervals



21 Questionnaire intervals for ASQ-3:

2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24,

27, 30, 33, 36, 42, 48, 54, 60 months

9 Questionnaire intervals for ASQ:SE-2

60 month, 48 month, 36 month, 30 month, 24 month, 18 month, 12 month, 6 month, 2 month

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ASQ is an Accurate, Reliable, Parent-Facing Tool

ASQ® is the gold standard in child developmental tools — which Connecticut has been using since the 1990s.

- ASQ is the market leader: Most widely used developmental tool in pediatrics and education
- Parent Centered: empowering parents' insight and perspective on their children
- Comprehensive: Covers Personal & Social, Cognitive, Communication, Gross Motor & Fine Motor development
- Highly valid & reliable: 30+ years of validity based on parent answers to questions about child's development



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ASQ is Completed by Parents

Research on the Ages & Stages Questionnaires shows:

- Most parents are reliable and accurate when reporting on their child's development (93% reliability)
- Professionals sometimes underestimate a child's skills
- Parents are particularly good at spotting emerging skills
- Children sometimes do different things in different settings



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What Does the ASQ-3 Measure?

The ASQ-3 covers 5 domains of development:



Communication
(Words)



Gross Motor
Fine Motor
(Body)



Problem-Solving
(Mind)



Personal-Social
(Heart)



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What Does the ASQ:SE Measure?

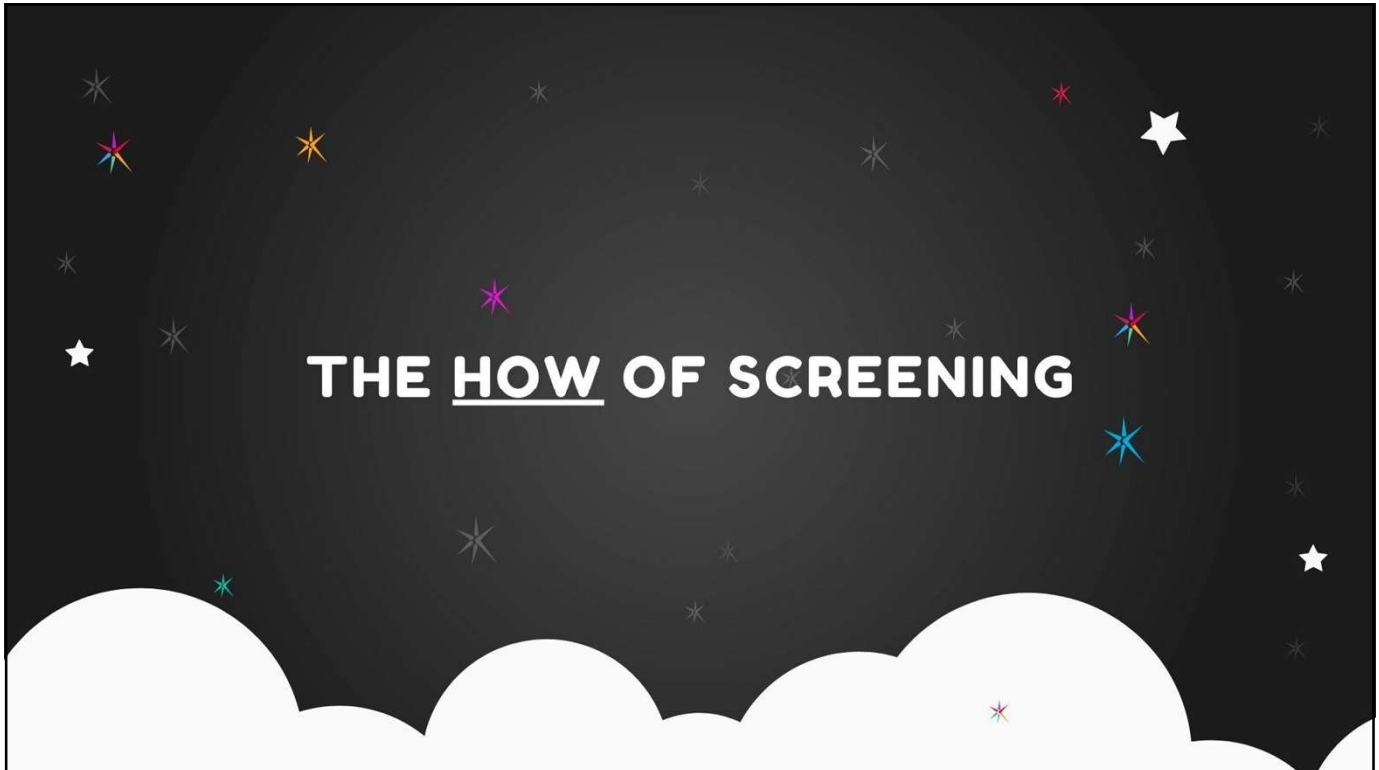


Social Emotional
(Heart)

The ASQ:SE-2 measures SEVEN core social-emotional behavioral areas:

1. **Self-regulation** — A child's ability or willingness to calm or settle down or adjust to physiological or environmental conditions or stimulation
2. **Compliance** — A child's ability or willingness to conform to the direction of others and follow rules
3. **Adaptive functioning** — A child's success or ability to cope with physiological needs (e.g., sleeping, eating, elimination, safety)
4. **Autonomy** — A child's ability or willingness to self-initiate or respond without guidance (i.e., independence)
5. **Affect** — A child's ability or willingness to demonstrate his or her own feelings and empathy for others
6. **Social-communication** — A child's ability or willingness to interact with others by responding to or initiating verbal or nonverbal signals to indicate interests or needs, feelings, and affective or internal states
7. **Interaction** — A child's ability or willingness to respond or to initiate social responses to parents, other adults, and peers.

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How ASQ Works in Sparkler for Families

The workflow is as follows:

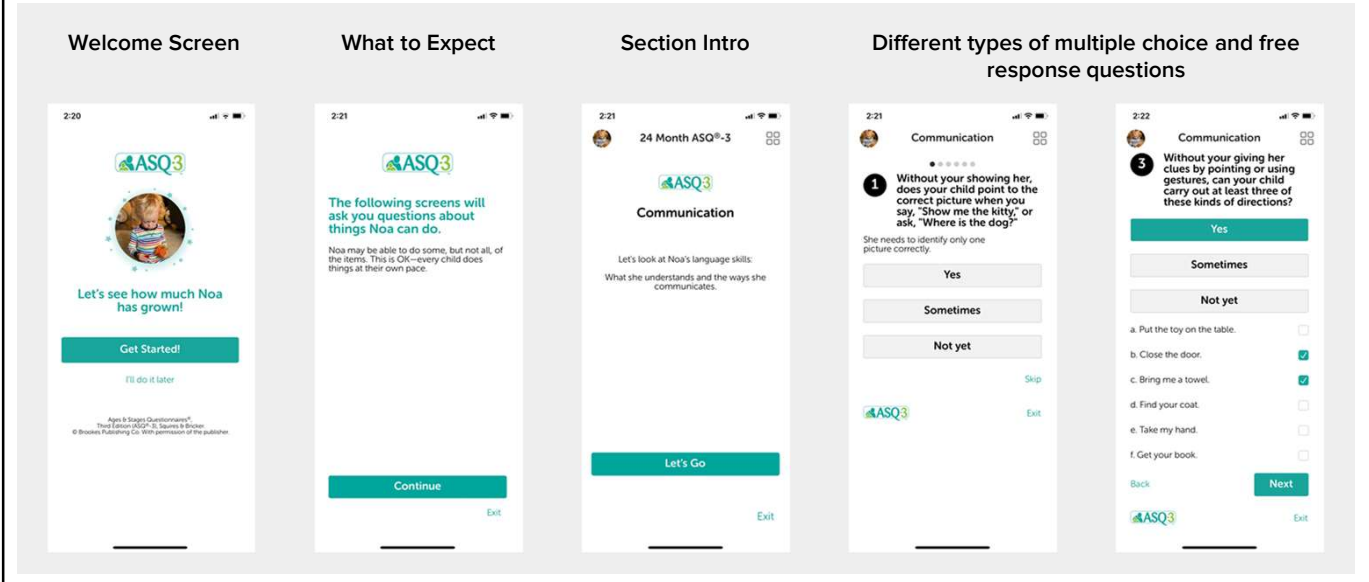
- Download Sparkler for iOS or Android
- Register & create child profile
- You'll get first ASQ-3 and ASQ:SE and subsequent ones as your child grows older.
- You'll get notifications when new ones are available.

sparkler **2·1·1**
Child Development

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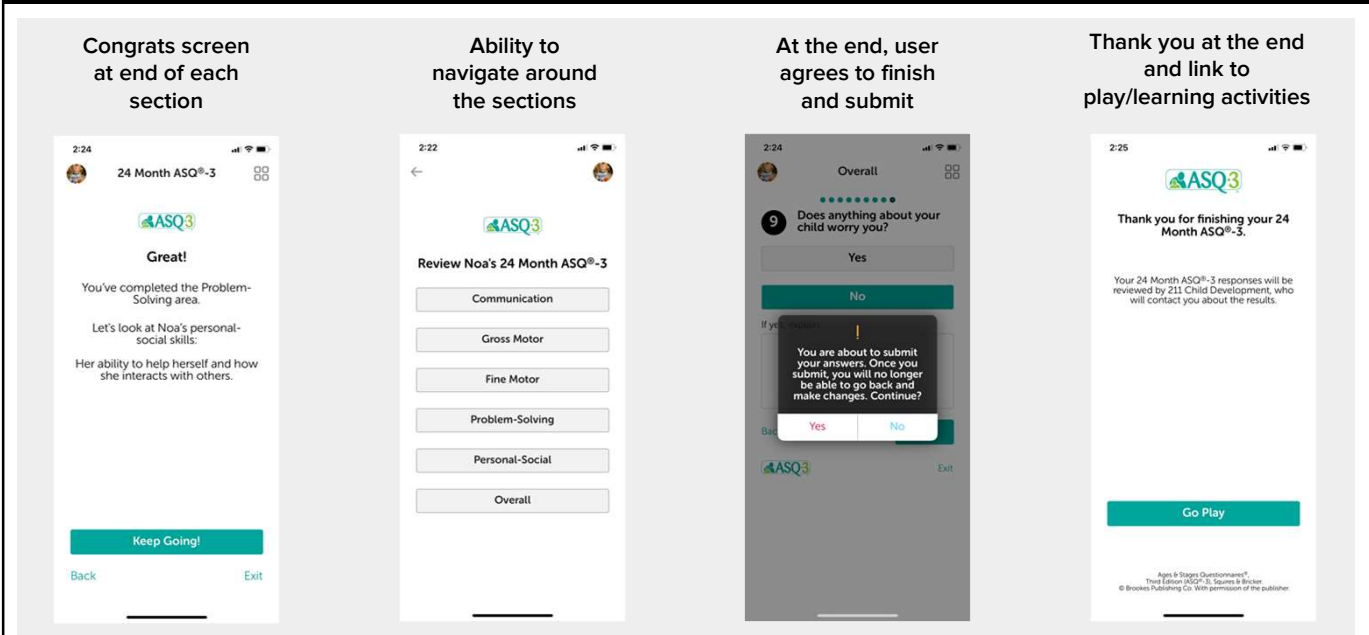
Sparkler's Developmental Screening Functionality

Sparkler provides developmental screening (the ASQ-3 and ASQ:SE-2) to families via smartphone or tablet. The following show screenshots from the live app.



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Mobile ASQ-3, Continued

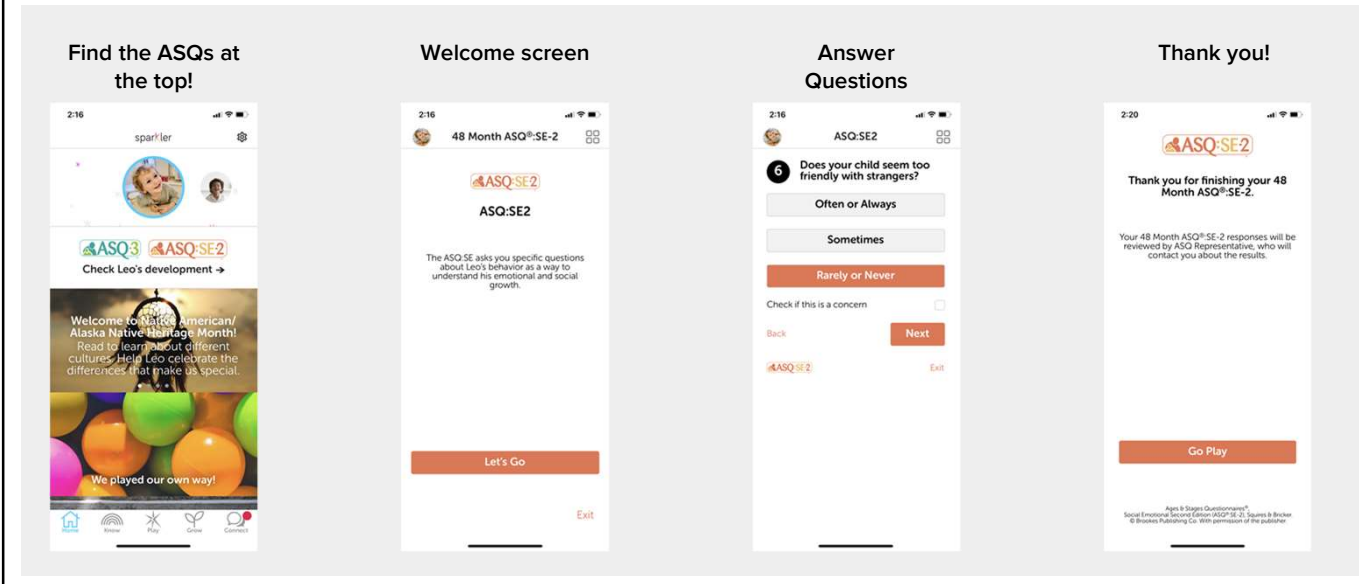


Screenshot from current Sparkler mobile app

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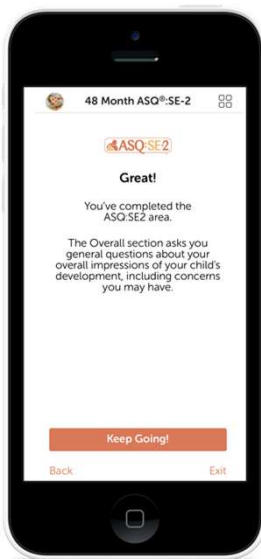
Sparkler's Developmental Screening Functionality

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When a CT Family Completes an ASQ in Sparkler



- **Scoring: Immediate!**
 - Scoring of the ASQ happens immediately, through an API.
 - The scores are stored in the secure Sparkler database, and can be compared to the cut-offs for monitoring and referral.
 - Open responses and multiple choice selections, where relevant, are also stored.
- **Sharing Results is Up to YOU.**
- **Follow-Up Communication**
 - ASQ standard practice assumes that a professional takes responsibility for each follow up communication of screening results.
 - Sparkler notification and/or coaching can be used to generate standard or original messaging, immediately or by professional trigger.

<https://playsparkler.org>



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When a CT Family Takes the ASQ on Sparkler

1. Family submits ASQ



2. Scores are immediately calculated, creating a family-facing report and sending data to ASQ Online



3. 211 Child Development and the family's home visitor/provider can see completed ASQ



4. Provider shares and discusses screening results



5. Family accesses support OR keeps playing/learning together using Sparkler



<https://playsparkler.org>

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Family-Friendly Report (ASQ-3)

Scores/Visualization of Results

Suggested Activities (adapted from ASQ intervention activities) and ASQ Upcoming Milestones

Question by Question Readout

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ASQ-3 Score Interpretation and Recommendations for Follow-Up

On Track / Above monitor zone

- Provide follow up activities
- Rescreen at next interval

Monitor

- Score is between 1-2 standard deviations below average.
- Provide follow up activities to practice specific skills.
- Rescreen in 2-6 months in areas of concern.
- Make community referrals as appropriate.

Refer / Below cutoff

- Score is more than 2 standard deviations below average
- Refer for further assessment
- Rescreen in 6-12 months
- **Parent concern:** Respond to all concerns & refer if necessary



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Get More Info!

Learn more about Sparkler in Connecticut at playsparkler.org/CT.

Questions: email Malissa Griffith at malissa@playsparkler.org.



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Now it is your turn!

Let's get out of our seats and try some of the ASQ "can you do it" questions!

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Available Supports

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211 Child Development

- CT families and providers can access answers, support, and referrals, central intake for Birth to Three and other services.
- Either parents or providers can refer children for the supports coordinated by 211, but it is always a parent's choice to go through the process and/or receive services.
- Specialized unit of United Way of Connecticut.
- This service is free and confidential.



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211 Child Development

- Care Coordinators are available via phone Monday through Friday from 8 AM - 6 PM, except on holidays. Messages can be left 24/7 and will be returned promptly.
- Access via Sparkler's mobile app, online (at <https://cdi.211ct.org>), or by phone (1-800-505-7000).



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How to Take the Next Steps



Birth to Three is for families of infants/toddlers under 3 years old with significant developmental delays/disabilities.

- Call 211 Child Development (1-800-505-7000) and talk with a care coordinator.
- Complete Birth to Three's [online form](#).
- Fax [this form](#) to 860-571-6853.



Early childhood special education is provided by school districts under state and federal law. It's for 3-, 4- and 5-year-old children with disabilities who require special education services.

- Call 211 Child Development (1-800-505-7000) and talk with a care coordinator.
- Complete the online [referral form](#).
- Fax the [referral form](#) to 860-571-6853.



See handout for full list.



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Other Supports on ECCS Resource Directory

www.southingtonearlychildhood.org/resource/

- Home
- About Us
- Resources**
- Events
- Preparing for School
- Health & Development

Resources

The Early Childhood Collaborative of Southington has provided lists of local, state and national early childhood resources for the benefit of the greater Southington community.

[Click here for the Resources Directory](#) - preschools* and child care options*, summer camp programs, activities and programs for young children, health care providers, places to play outside and more in Southington, Plantsville, Marion, Milldale and nearby. The Resources Directory also includes organizations that support children and provide resources for families at the state level and health, safety, education and special needs resources at the national level.

- Health Care
 - Birth Services & OB-GYN
 - Dentists
 - Mental Health
 - Ophthalmology/Eye Care
 - Pediatricians
 - Postpartum
 - **Special Needs**

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Transitions and SPS Special Education

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Southington Special Education

- Catherine Goralski
 - Special Education Coordinator, Southington
- Rebecca Cavallaro
 - Pupil Personnel Services Director
- Our special education teachers and staff

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Conversation

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Community Conversation

- What are your thoughts?
- What resonated with you?
- What other needs are there in the community?

All comments are welcome.

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Special Education PTA (SEPTA)

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Should we start the SEPTA

- Do you feel having a SEPTA would benefit the families in town using the services?
 - Could it help open the door for others who may not know about the services?
- We would need to hold a meeting with those interested to vote on officers and members
 - Register with state PTA

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Interested in Helping with a SEPTA?

Contact Betsy Mintz at
bmintz.parentambassador@gmail.com.

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Wrap-up and Next Steps

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Survey

- What other needs are there in the community?
- Topics for future Community Cafes?
- How can we work together?
- What else can the ECCS do?

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Thanks to Community Cafe Supporters

Connecticut Early Childhood
Funder Collaborative
A project of:



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Questions?

Joanne C. Kelleher
Executive Director

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