Screening for Social and Emotional Development and Linking to Program Planning

Jane Squires, Ph.D.
University Center for Excellence in Developmental Disabilities
University of Oregon
jsquires@uoregon.edu

Objectives

- Introduce selected tools
- Review psychometrics, utility
- Compare and contrast tools for different settings
- Discuss linking to program planning

A. Screening Assessment

A brief assessment procedure designed to identify children who should receive more intensive diagnosis or evaluation from local early intervention, early childhood special education, health, mental health agencies.

Screening tools for early identification of Social-Emotional delays

- Ages & Stages Social-Emotional (ASQ:SE)
- Brief Infant Toddler Social Emotional Assessment (BITSEA)
- Devereux Infant Toddler and Early Childhood Assessment (DECA)
- Preschool and Kindergarten Behavior Scales (PKBS)
Screening tools for early identification of Social-Emotional delays

- Temperament and Atypical Behavior Scale (TABS)
- Social Skills Rating System (SSRS)

Ages & Stages Questionnaires: Social-Emotional

- Companion to Ages & Stages Questionnaires
- Parent/caregiver completed
- Identifies children in need of further assessment for social-emotional difficulties

Uses of ASQ:SE

- (Screening) To help guide decisions about referrals for further assessment
- Monitor child’s social-emotional development
- Determine information/support services families may need
- Bridge communication between parents and professionals about child’s behavior
- Assist with targeting prevention/intervention activities

ASQ:SE 6 month interval questions

<table>
<thead>
<tr>
<th>Scoring options</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most of the time</td>
<td>0 or 10</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
</tr>
<tr>
<td>Never or hardly ever</td>
<td>0 or 10</td>
</tr>
<tr>
<td>Is this a concern?</td>
<td>Yes = 5</td>
</tr>
</tbody>
</table>

Scores are totaled and compared with empirically-derived cutoff points. High scores indicative of problems
### Behavioral Areas Definition

<table>
<thead>
<tr>
<th>Behavioral Areas</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-regulation</td>
<td>Ability/willingness to calm, settle, or adjust to physiological or environmental conditions</td>
</tr>
<tr>
<td>Compliance</td>
<td>Ability/willingness to conform to the direction of others and follow rules</td>
</tr>
<tr>
<td>Communication</td>
<td>Verbal/nonverbal signals that indicate feelings, affect, internal states</td>
</tr>
<tr>
<td>Adaptive</td>
<td>Ability/success in coping with physiological needs</td>
</tr>
<tr>
<td>Autonomy</td>
<td>Ability/willingness to establish independence</td>
</tr>
<tr>
<td>Affect</td>
<td>Ability/willingness to demonstrate feelings and empathy for others</td>
</tr>
<tr>
<td>Interaction with people</td>
<td>Ability/willingness to respond or initiate social responses with caregivers, adults, peers</td>
</tr>
</tbody>
</table>

### ASQ:SE Sample

- 3104 questionnaires
- National sample
- Ethnicity
  - 59% White
  - 9% Black
  - 9% Hispanic
  - 6% Asia Pacific Islander
  - 2% Native American
  - 16% Mixes

### Concurrent Validity

**Comparison of ASQ:SE classification with standardized tools**
- Achenbach Child Behavior Checklist
- Vineland Social Emotional Early Childhood

**Comparison of ASQ:SE classification with social-emotional diagnosis**
- DSM-IV
- DC:0-3
- EI/ECSE Behavioral Diagnosis

### ASQ:SE Cutoffs on ROC (N=1043)

<table>
<thead>
<tr>
<th>Months</th>
<th>N</th>
<th>Cutoff</th>
<th>Sens.</th>
<th>Spec.</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>71</td>
<td>45</td>
<td>78.6</td>
<td>98.2</td>
<td>94.0</td>
</tr>
<tr>
<td>12</td>
<td>85</td>
<td>48</td>
<td>71.4</td>
<td>97.2</td>
<td>93.0</td>
</tr>
<tr>
<td>18</td>
<td>99</td>
<td>50</td>
<td>75.0</td>
<td>96.6</td>
<td>93.9</td>
</tr>
<tr>
<td>24</td>
<td>152</td>
<td>50</td>
<td>70.8</td>
<td>93.0</td>
<td>89.5</td>
</tr>
<tr>
<td>30</td>
<td>115</td>
<td>57</td>
<td>80.0</td>
<td>89.5</td>
<td>87.8</td>
</tr>
<tr>
<td>36</td>
<td>179</td>
<td>59</td>
<td>77.8</td>
<td>93.0</td>
<td>89.9</td>
</tr>
<tr>
<td>48</td>
<td>174</td>
<td>70</td>
<td>76.9</td>
<td>94.6</td>
<td>92.0</td>
</tr>
<tr>
<td>60</td>
<td>171</td>
<td>70</td>
<td>84.6</td>
<td>95.8</td>
<td>94.0</td>
</tr>
<tr>
<td>Overall</td>
<td>78</td>
<td></td>
<td>94.5</td>
<td>91.8</td>
<td></td>
</tr>
</tbody>
</table>

### ASQ:SE Reliability

- Alpha -- .67 to .91
- Test-retest
  - Parent at time 1 and 2
  - N= 367
  - .94 agreement

### ASQ Research: Online vs. Paper

Are there differences between questionnaires completed online vs. paper?

- Currently on line and paper versions
  - Over 10,000 on-line questionnaires completed:
    - Few differences found between on-line versus paper completed ASQ’s.
    - Differential item functioning = 45/500 items
Brief Infant-Toddler Social-Emotional Assessment (BITSEA)

- Designed for the early identification of social and emotional competencies and problems
- Parent completed with professional assistance in scoring
- For use with children 12-36 months
- 10 minutes to complete
- 4th-6th grade reading level

BITSEA

- 60 items drawn from ITSEA
- 3-point scale
- 1-2 year olds
- 2 scales
  - Problem
    - 49 items
  - Competence
    - 11 items

BITSEA Competence Scale Items

- Attention
- Compliance
- Imitation/Play
- Mastery Motivation
- Empathy
- Prosocial Peer and Social Relatedness

BITSEA Problem Scale Items

- Eating
- Negative Emotionality
- Sensory Sensitivity
- Separation Distress
- Sleep

Validity

- 1,280 children from the community and 270 children involved in Early Intervention
- Compared to full ITSEA
- Sensitivity of the Problem Scale:
  - Ranges from 81% to 96.7% with the Community sample
  - 96.6% to 98.6% for the Early Intervention sample
Validity

- Compared to full ITSEA
- Specificity:
  - Ranges from 80.3% to 87.7% for the Community sample
  - 50% to 70.9% for the Early Intervention sample

Devereux Early Childhood Assessment Program (DECA)

- Devereux Foundation
- Kaplan Press
- $200 for kit; need protocol forms
- Infant Toddler: birth-2 years
- Preschool: 2-5 years

DECA

- Measures resilience
- Assesses maladaptive and maladaptive behaviors
- Identification and strengthening of protective factors

DECA-IT

- Infant and toddler version (2007)
- 1 month - 36 months
- DECA-IT Assessment (36 items)
- Reflective Checklists for Infants
- Adult Resiliency Checklist
- Infant and Toddler Strategies Guide

DECA-IT

- Strength/typical/area of need
- Domains
  - Attachment/Relationships
  - Initiative
  - Self-Regulation
- Sample—2183
- Reliability—high (internal consis/test-re/interob)
- Validity evidence (convergent, criterion, groups)
DECA-Preschool:
- 10 minutes to administer
- Validity and reliability data
- National standardization (2000)
- Includes kit with observation journal, classroom activities, technical manual, guide for families
- Intervention activities suggested

Preschool and Kindergarten Behavior Scales (PKBS) 2nd ed.:
- Merrell, 2002
- Designed for use by parents and teachers to assess typical social-emotional behavior of children ages 3-6
- 76 items on 2 separate comprehensive scales for social skills and problem behavior

Preschool and Kindergarten Behavior Scales (PKBS) 2nd ed.:
- Norm group: 3,317 cases age 3-6; separate norms for school-based raters (1,467) and home-based raters (1,846)
- Rating form available in both English and Spanish
Subscales of the PKBS

A: Social Skills
- Social cooperation
- Social Interaction
- Social Independence

B: Problem Behavior
- Externalizing Problems:
  - Self-Centered/Explosive
  - Attention Problems/Overactive
  - Antisocial/Aggressive
- Internalizing Problems:
  - Social Withdrawal
  - Anxiety/Somatic Problems

Social Skills Rating System
- Gresham & Elliott, 1990
- Assess children who have problems with behavior and interpersonal skills
- Detect the problems behind shyness, trouble initiating conversation, and difficulty making friends
- Select behaviors for treatment and assist in planning intervention

Reliability of the PKBS
- N - 3,317 in home/school settings
- Internal consistency: .96 to .97 for total scores, .84 to .94 for subscales
- Test-retest: .60s to .90s at 3-weeks; .70 range at 3-months
- Interrater: between teachers and parents low to modest (.50s or less), indicating substantial setting variance

Validity of the PKBS
- Strong convergent validity with SSRS, and other behavior scales
- Strong sensitivity and discriminating power to group differences:
  - developmentally delayed vs. normal
  - child find referrals vs. normal
  - internalizing vs. normal
  - ADHD characteristics vs. normal
  - antisocial-conduct problems vs. normal

SSRS
- 3-5 years, Preschool Level
- Parent and teacher forms
- 8-10 minutes to complete
- Validity, reliability studies are sound
- 49 items
SSRS

- Problem behaviors
  - Externalizing (aggression, temper)
  - Internalizing (sadness, anxiety)
  - Hyperactivity (impulses, fidgeting)

Temperament and Atypical Behavior Scale (TABS)

- Designed to assess the presence of developmentally dysfunctional behavior in children between the ages 11 to 71 months
- Neisworth, Bagnato, Salvia, & Hunt, 1999
- TABS Screener – 15 Items
- TABS Assessment – 55 Items

TABS Screener

- Designed to prescreen for TABS Assessment
- Completed by a parent or professional that knows the child well
- 5 minutes to complete
- 4th to 6th grade reading level
- Studied only in relation to full TABS

Linking Screening to Program Planning
The Linked System

Goals and Outcomes (IEP/IFSP)

Program Goals & Philosophy

Evaluation

Intervention

Prevention Triangle

Tertiary Level
Special education, OT/PT

Secondary Prevention
Targeted interventions with risk population

Primary Prevention
Building positive relationships for families
Screening, education, health

Prevention Activities

- Target domains or skills with low/risk screening scores
- Develop activity plans for embedding practice opportunities
  - Parents/families
  - Practitioners
- Reassess domain or skill in 1-2 months
- Re-screen as appropriate

ASQ Related Follow-Up Activities

- ASQ/ASQ:SE User’s Guide activities
- ASQ Learning Activities (available in Spanish)
- Beautiful Beginnings (Raikes & Whitmer)
- Creative Curriculum
- DECA Strategy Guides
- Pathways to Competence (Landy, 2009)

Summary

- Newly-developed measures to assist in early identification
- Early identification is critical for improving outcomes and providing family support
- Prevention activities can be linked to screening results

Summary

- Strong links between healthy brain development, social emotional competence, and academic outcomes
- Increased awareness of importance of mental health or social-emotional competence of our youngest children