Screening Tools

Assuring Better Child Development through social and emotional screening
Partners and Processes

- Commonwealth Fund and National Academy for State Health Policy
- ABCD II Grant
- Guiding principles
- Processes
ABCD II Tool Committee

• Lori Smith, LCSW
• Katie Smart, LCSW
• Dr. Polly Sheffield, MD
• Dr. Kristina Hindart, MD
• Janet Wade
• Sue Olsen, MEd
AAP Recommendations

• “The AAP Committee on Children with Disabilities recommends the use of standardized screening tests at well visits.”

• About 16% of children have disabilities including speech and language delays, mental retardation, learning disabilities and emotional/behavioral problems.

• Only 30% are detected prior to school entrance.
Screening Overview

• **Screening** - Looks at the whole population to identify those at risk - flags those who need further assessment

• **Assessment** - Determines existence of delay or disability - generates decision regarding intervention

• **Surveillance** - Periodic evaluation of development in relation to the child as a whole
What Can We Do?

• Use new, brief, accurate tools
• Use parents to help screen
• Use Family Centered principles
Mental health screening instrument elements:

- Sensitivity
- Specificity
- Reliability
- Validity
- Brevity
- Minimal or no cost
- Targeted populations
- Easy scoring
- Culturally and linguistically sensitive
- Covers age span
- Minimal expertise
- Easy to administer
Definitions

• Sensitivity: the ability of a test to detect a condition when it is truly present
  – Because we don’t want to overlook children who need help

• Specificity: the ability of a test to exclude the presence of a condition when it is truly not present
  – Because we don’t want an excess of unnecessary referrals
The Screening Tools

• Types of screening include:
  • Parent Questionnaire
  • History/Interview
  • Direct Elicitation
  • Observation

• Desired Sensitivity and Specificity:
  • 70-80% minimum
<table>
<thead>
<tr>
<th></th>
<th>ASQ</th>
<th>ASQ:SE</th>
<th>PEDS</th>
<th>TABS</th>
<th>BABES</th>
<th>NDDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type/Ages</strong></td>
<td>Parent Questionnaire 2 mos–5yrs</td>
<td>Parent Questionnaire 6 mos- 6 yrs</td>
<td>Parent Questionnaire 0-8 yrs</td>
<td>Parent Questionnaire 11- 71 mos</td>
<td>Parent Questionnaire Birth-36 mos</td>
<td>Direct Elicitation Birth-36 mos</td>
</tr>
<tr>
<td><strong>Staff Required</strong></td>
<td>Para-prof</td>
<td>Para-prof</td>
<td>Para-prof</td>
<td>MA or Equiv</td>
<td>Para-prof</td>
<td>Prof</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>5 min</td>
<td>20-30 min</td>
<td>5 min</td>
<td>5 min</td>
<td>unknown</td>
<td>unknown</td>
</tr>
<tr>
<td><strong>Cost (Per Kit)</strong></td>
<td>$190</td>
<td>$190</td>
<td>$30 (pad of 50)</td>
<td>$85</td>
<td>Free to Download</td>
<td>.15 for copying form or cost of palm device</td>
</tr>
<tr>
<td><strong>Sensitivity/Specificity</strong></td>
<td>72 % 86 %</td>
<td>71 – 85 % 90 – 98 %</td>
<td>74 – 80 % 74 – 80 %</td>
<td>72 % 83 %</td>
<td>Not independently validated</td>
<td>Not independently validated</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>English &amp; Spanish French &amp; Korean</td>
<td>English &amp; Spanish</td>
<td>English &amp; Spanish Vietnamese Hmong, Somali</td>
<td>English &amp; Spanish</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td><strong>Reading Level</strong></td>
<td>4th-6th Grade</td>
<td>4th-6th Grade</td>
<td>5th Grade</td>
<td>NA</td>
<td>Contact company</td>
<td>NA</td>
</tr>
</tbody>
</table>
# Recommended Tools

<table>
<thead>
<tr>
<th></th>
<th>ASQ</th>
<th>ASQ:SE</th>
<th>PEDS</th>
<th>TABS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type/Ages</strong></td>
<td>Parent Questionnaire</td>
<td>Parent Questionnaire</td>
<td>Parent Questionnaire</td>
<td>Parent Questionnaire</td>
</tr>
<tr>
<td></td>
<td>2 mos–5yrs</td>
<td>6 mos-6 yrs</td>
<td>Birth-8 yrs</td>
<td>11-71 mos</td>
</tr>
<tr>
<td><strong>Staff Required</strong></td>
<td>Para-prof</td>
<td>Para-prof</td>
<td>Para-prof</td>
<td>MA or Equiv</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>5 min</td>
<td>20-30 min</td>
<td>5 min</td>
<td>5 min</td>
</tr>
<tr>
<td><strong>Cost (Per Kit)</strong></td>
<td>$190</td>
<td>$190</td>
<td>$30 (pad of 50)</td>
<td>$85</td>
</tr>
<tr>
<td><strong>Sensitivity/Specif</strong>ity**</td>
<td>72 % 86 %</td>
<td>71 – 85 % 90 – 98 %</td>
<td>74 – 80 % 74 – 80 %</td>
<td>72 % 83 %</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>English &amp; Spanish</td>
<td>English &amp; Spanish</td>
<td>English &amp; Spanish</td>
<td>English &amp; Spanish</td>
</tr>
<tr>
<td></td>
<td>French &amp; Korean</td>
<td></td>
<td>Vietnamese Hmong, Somali</td>
<td></td>
</tr>
<tr>
<td><strong>Reading Level</strong></td>
<td>4th-6th Grade</td>
<td>4th-6th Grade</td>
<td>5th Grade</td>
<td>NA</td>
</tr>
</tbody>
</table>
How is it working?

- Utah practices using screening tools
- Practices providing helpful hints on implementation
- Practices finding improved parent satisfaction
- Practices finding other benefits
- How do practices get the tools?
Conclusions

• Mental Health is a consideration for children from birth to 3-years-old.
• Screening and surveillance needs to be a regular part of periodic well care.
• It is essential to elicit and listen to family concerns.
• Collaborative relationships among providers in the community constitute best practice.
Acknowledgements

- Commonwealth Fund
- NASHP
- Dr. Marian Earls
- Tool Selection Committee
- UPIQ Partners
UPIQ Coordinator:

Jenifer Lloyd, DVM, MSPH
Phone: (801) 585-6480
Fax: (801) 581-3899
Email: jenifer.lloyd@hsc.utah.edu
Speaker Notes

• The following slides are for the speaker’s reference
Recommended tools

- ASQ
- ASQ:SE
- PEDS
- TABS (Temperament and Atypical Behavior Scale)
The ASQ Questionnaire Each questionnaire - Reviews 5 areas

- communication
- gross motor
- fine motor
- problem-solving
- personal/social.

*(Same focus as Early Intervention Program)*
The Ages and Stages (ASQ)
“First level screening tool for accurate identification of developmental delays or disorders”

- **Original sample** - 2008
- **Validation** - Gesell, Bayley, Stanford-Binet, McCarthy, Batelle. Overall= 83%.
- **Sensitivity** - 72%
- **Specificity** - 86%

**Ages Tested** - 4-60 months
Elicits parent input/concerns
Ages and Stages – SE (ASQ-SE)

- Areas screened: self regulation, compliance, communication, adaptive functioning, autonomy, affect, interaction. 30 items.
- Sensitivity: 71 – 85%
- Specificity: 90 – 98%
- Ages: 6 – 60 months
- 10 minutes

English and Spanish
Parents Evaluation of Developmental Status (PEDs)

- **Validation** - 771 children
- **Standardized** - 2823 children across the U.S.
- **Sensitivity**: 74 – 80%
- **Specificity**: 70 – 80%
- **Format** - Each questionnaire-reviews 10 items
  - No, yes, and a little are responses.
  - Decision pathways A – E, based on score, to refer or do a second stage screen with ASQ, BINS, Batelle or CDI

**Ages Tested: 0-8 years**

*Elicits parent input/concerns*
Temperament & Atypical Behavior Scales (TABS)

• 15 items. To identify temperament and self-regulation problems that indicate risk for developmental delay.
  • Sensitivity: 72%
  • Specificity: 83%
• 11 –71 months
• 5 minutes
• English and Spanish