

Help Me Grow: So All Children Can Shine



**A Roadmap to Advance Family-Engaged
Developmental Monitoring**



Background

Coordinated and Integrated Data Systems for Early Identification (CIDSEI)

- Explore and enhance state and territory capacity to improve the collection, management, interpretation, and dissemination of data related to developmental advancement and early identification of young children with developmental delays or disabilities
- Outgrowth of the CDC's Act Early Response to COVID-19, a project of the *Learn the Signs. Act Early* program
- Based on 4 steps of early identification:
 1. Parent-engaged developmental monitoring
 2. Screening
 3. Referral
 4. Receipt of services
- Timeline: November 2021-December 2022

Redefining the Final Product

- Could not share a toolkit for implementing a CIDSEI, because there are no current examples that could be replicated
- Need for a clarification of what family-engaged developmental monitoring (FEDM) is, what it looks like, and why it's important



A Roadmap for Advancing Family-Engaged Developmental Monitoring

- The *Roadmap* introduces and describes family-engaged developmental monitoring (FEDM) as a key component of a framework for children's healthy development and family wellbeing
- Evidence-informed:
 - Literature
 - Phases 1 & 2 of the project
 - CIDSEI HMG Affiliate Work Group and CIDSEI Advisory Committee
- Key definitions and concepts delineated
- Program and Systems-level Self-Assessments

The Framework for Children's Healthy Development and Wellbeing



Terminology

For the purposes of the Roadmap and this presentation:

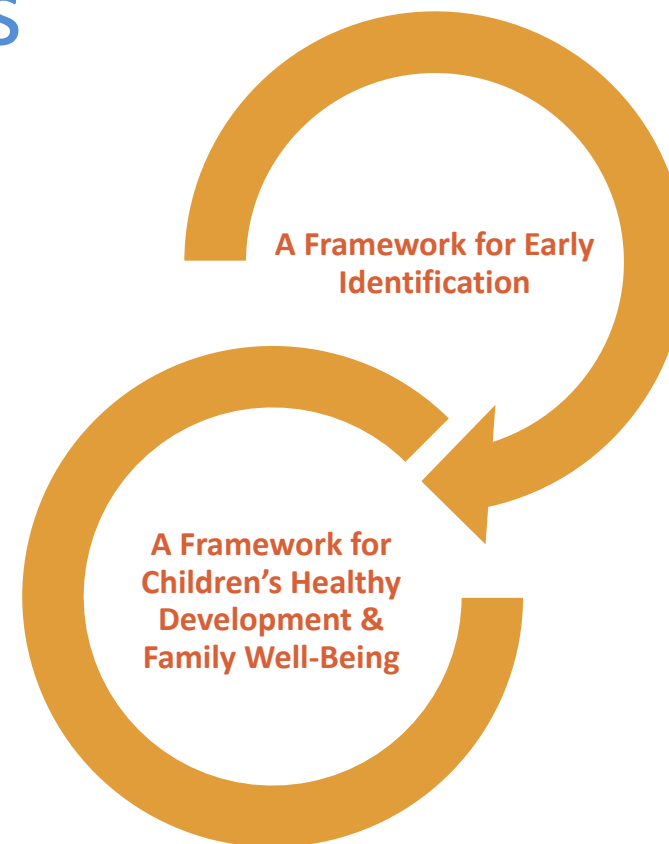
- **“Provider”** refers to all those that interact with young children and their families, inclusive of medical, education, social service, community-based, faith-based, and other child serving sectors
- **“Family”** refers to the people with whom the child has a close personal relationship and who are responsible for the well-being and development of the child
- **“Early Identification”** means the timely detection of concern for developmental delay or disability
- Child development requires a **“holistic approach”** that considers multiple factors across the social ecology that may contribute to overall health and well-being, inclusive of **“social drivers of health”** (community and societal factors that can impact health outcomes)

The Evolution of Early Identification

- Historically, the focus of early identification has been on detecting the presence of a developmental delay or disability. This attends to only a subset of children and misses those vulnerable to adverse outcomes
- The process should be universal for **all** children, and therefore needs to include the input of parent opinions and concerns
- Centering the family voice and experience is an evolution away from focusing on the identification of disorders
- Switching to a focus on family well-being, inclusive of family priorities and needs such as concrete and social supports, can lead to positive outcomes for **all** young children

Early Identification Process

- Broader conceptualization of the process
- Asset-based approach with *overall goal of promoting positive outcomes*
- Recognizes *families as leaders in their child's development*



A Framework for Children’s Healthy Development & Family Well-Being

- Framework describes the process needed to support child and family wellbeing, inclusive of early identification
- Inclusive of ongoing monitoring of young children who are not in need of early intervention but have identified risk factors for developmental delay
- Includes developmental promotion (re: education/interaction) activities as a discrete component
- Universal strategies:
 - Developmental promotion (ongoing)
 - FEDM (ongoing)
 - Screening (at recommended ages)
- Targeted strategies:
 - Referral to services
 - Receipt of services



Family-Engaged Developmental Monitoring (FEDM)

- FEDM is an intentional partnership of families and providers combining their knowledge to recognize child's developmental milestones and identify opportunities for support and education
- Three essential attributes:



Families are the experts






Holistic picture of child's development



Development is discussed longitudinally

Family & Provider Strategies

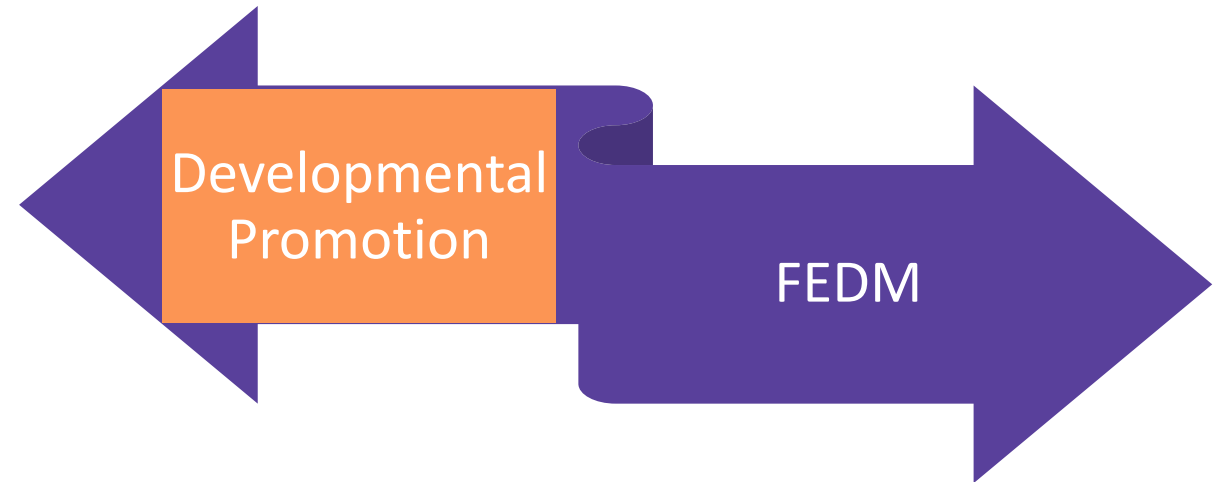
<p>Family Strategies</p> <ul style="list-style-type: none"> • Families share observations and opinions about child's skills/behavior • Families voice what healthy development means to them or what they feel their child needs right now 	 <p>Families are regarded as the expert on their child's development</p>	<p>Provider Strategies</p> <ul style="list-style-type: none"> • Providers elicit family goals, questions, and concerns routinely • Providers ask family opinion of their child's development • Providers identify parent priorities - for growth and support
<ul style="list-style-type: none"> • Families learn about factors that support or hinder development • Families gather perspectives from multiple adults or programs who interact with their children 	 <p>Information is gathered to inform a holistic approach to the child's development</p>	<ul style="list-style-type: none"> • Providers gather information about family strengths, risk factors, etc. • Providers ask about other program/provider insights from families directly or from other providers who support them
<ul style="list-style-type: none"> • Families note and reflect on their children's development over time (tools can be helpful!) • Families share how long any risk factors or concerns have been present • Families revisit questions or progress with the same provider 	 <p>Development is discussed over time</p>	<ul style="list-style-type: none"> • Providers ask families how their child's development or their own concerns have changed over time • Providers re-engage with the family to revisit questions, concerns, and developmental progress

Is “Family-Engaged Developmental Monitoring” Different than Developmental-Monitoring and Surveillance?

- **Developmental surveillance** is a term long-used by the medical community to describe eliciting and attending to families’ opinions and concerns about their child’s development as part of their ongoing interactions during service delivery
- The term **developmental monitoring** is more common in non-clinical early childhood settings, referring generally to the observation and tracking of developmental milestones as a child grows.
- **Family-engaged developmental monitoring** expands on all three of these terms and intentionally includes the phrase “family-engaged” to *center families as key partners in the process*.
- When **family-engaged developmental monitoring** is practiced, families are supported over time and more able to utilize their power to observe and identify concerns and advocate on behalf of their priorities, goals, and needs.

Distinguishing between Developmental Promotion and FEDM

- The Roadmap supports a **clearer delineation** between developmental promotion and FEDM
- Developmental promotion promotes child development **and** shared knowledge between provider and family



FEDM: An Approach to Advancing Equity

- Practicing FEDM can support **shifting the power dynamic back** into the hands of families
- Developmental screening and evaluation may not be the best method of early identification for all families, due to historical institutionalized and structural racism
- **FEDM** is more accessible than components like screening, lending itself to broad utilization and acting as a strategy for targeted universalism
- When families are centered in the prioritization, decision-making, and selection of services for their children, this **expands early identification to be more inclusive and culturally appropriate**

A Family-Engaged Developmental Monitoring Self-Assessment for Early Childhood Programs and Providers

Families are regarded as the expert on their child's

Do you celebrate milestones with families as they share their child's strengths?

Do you directly and routinely elicit parent priorities, concerns, and questions?

Do you allow information provided by the family to shape your view of the child?

If a family's views of the child's development does not align with your own, do you ask clarifying questions to better understand factors that may contribute to the difference?

Does a family's priority for concerns or support shape your considerations for future support?

Information is compiled to inform a holistic approach to the child's development

Depending upon your professional or programmatic scope, do you gather information about the child's:

	Family-level support network, such as family or community members who interact positively with the child, who support the family in times of need?
	Community-level support network, such as faith-based organizations?
	Involvement in other programs or services, such as: early care and education programs, parent education or support groups, food banks?
	Family-level risk factors, such as a child's underlying health conditions, family-level trauma, parental mental health, or substance use?
	Community -level risk factors, such as neighborhood violence, discrimination in service access or delivery, poverty?
	Positive parenting practices, such as reading together, serve-and-return interactions, creating rich opportunities for play?
	Basic needs, such as food insecurity, access to medical care, unemployment, and housing?

Development is discussed over time

Do you routinely elicit information on progress and concerns?

Do you ask families how they have seen their child progress over time?

Do you ask families how long a concern has been present or if it has changed over time?

Self- Assessment for Systems

Families are regarded as the expert on their child's development

Are families' priorities, concerns, questions and feedback on programs used to inform systems design and improvement?

Do you include families in advocacy and policy work?

Are families represented on your leadership or decision-making teams?

Are partners trained on how to elicit parent priorities, concerns, and questions directly and routinely?

When partners elicit parent priorities, concerns, and questions, are they shared alongside other contextual information and referrals?

Information is compiled to inform a holistic approach to the child's development

Are family's culture, language and lived experience incorporated into your decision making?

Are your partnerships reflective of the priorities and needs of families in your community or state?

Does your system have the ability to collect, monitor, and analyze information about:

Family-level support network, such as family or community members who interact positively with the child, who support the family in times of need?

Community-level support network, such as faith-based organizations?

Involvement in other programs or services, such as: early care and education programs, parent education or support groups, food banks?

Family-level risk factors, such as a child's underlying health conditions, family-level trauma, parental mental health or substance use?

Community or societal-level risk factors, such as neighborhood violence, discrimination in service access or delivery, poverty?

Positive parenting practices, such as reading together, serve-and-return interactions, creating rich opportunities for play?

Basic needs, such as food insecurity, access to medical care, unemployment and housing?

Development is discussed over time

Does your system have the ability to document, monitor, and analyze family responses longitudinally to questions such as:

- Family-level goals and priorities?
- Information on progress or concerns at every interaction/visit?
- What risk factors or assets are present?
- How long a concern has been present?

Is data collected over time and used to inform the community about gaps, barriers, challenges, and opportunities to strengthen the early childhood system and advocate for community change?

Q&A







CT Help Me Grow

What are we doing in Connecticut to support Family Developmental Monitoring?

Self-assessment

- Take a few minutes to complete the self-assessment based on your work or the work of your organization. No judgement!
- We will then go around and get a sense of which activities are happening and which activities are struggles
- We will pick out a few activities that folks are struggling with for the next activity

Activity

For the activities we selected, use the stickies to write out the following

- Any successes you have had with the activity (+)
- Any barriers you have had with the activity (-)
- Add your name if you're comfortable so that we can discuss and connect after!

Topics