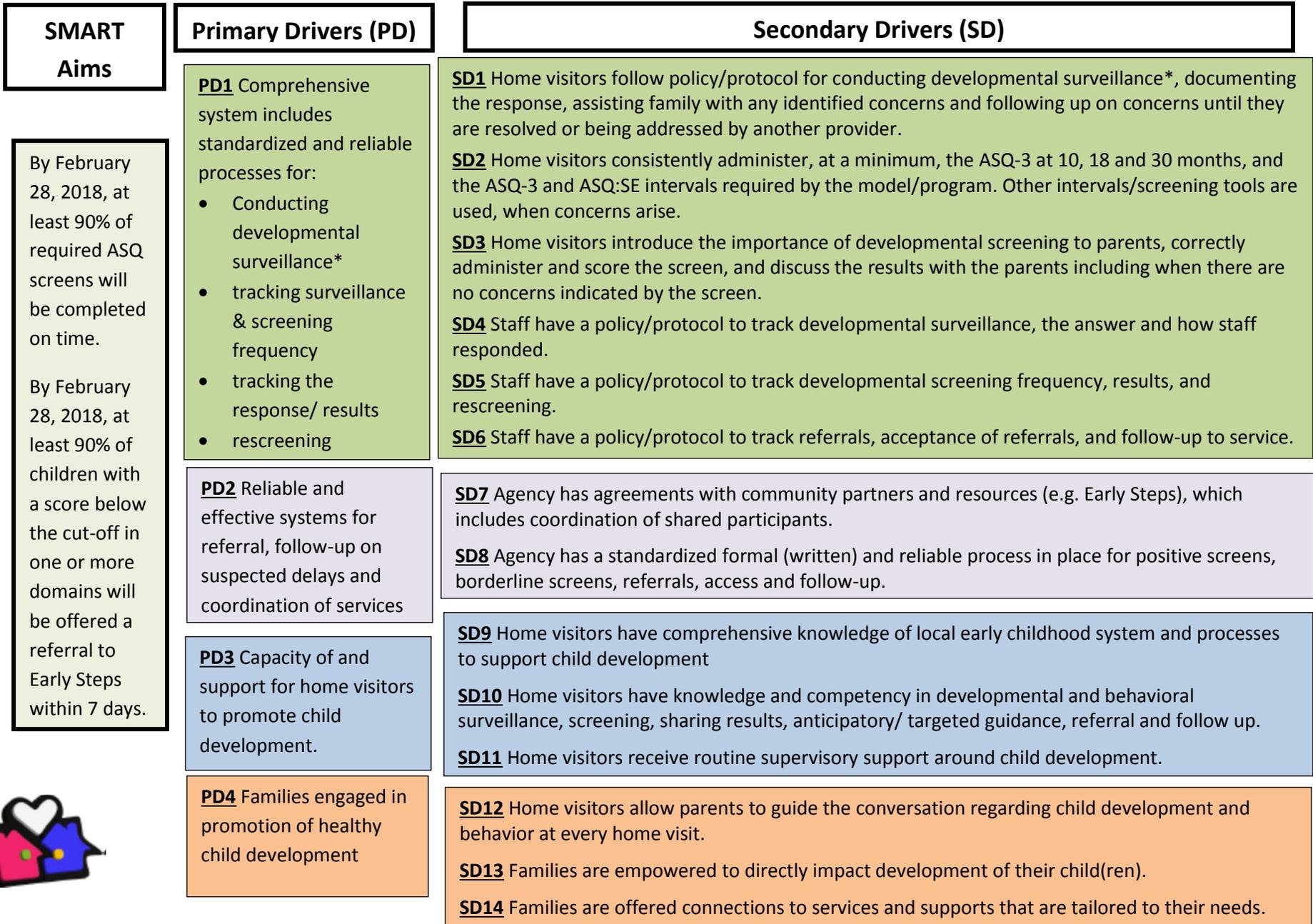


Florida MIECHV Driver Diagram & Change Package: Supporting Child Development



Primary Drivers	Secondary Drivers	Change Concepts (Ideas to Test)
<p>PD1 Comprehensive system includes standardized and reliable processes for:</p> <ul style="list-style-type: none"> • Conducting developmental surveillance* • tracking surveillance & screening frequency • tracking the response/ results • rescreening • referral(s) made • receipt of service <p>*For the purpose of this Learning Collaborative, developmental surveillance is the process of asking the question, “Do you have any concerns about your children’s learning, development or behavior?”</p>	<p>SD1 Home visitors follow policy/protocol for conducting developmental surveillance*, documenting the response, assisting family with any identified concerns and following up on concerns until they are resolved or being addressed by another provider.</p> <p>SD2 Home visitors consistently administer, at a minimum, the ASQ-3 at 10, 18 and 30 months, and the ASQ-3 and ASQ:SE intervals required by the model/program. Other intervals/screening tools are used, when concerns arise.</p> <p>SD3 Home visitors introduce the importance of developmental screening to parents, correctly administer and score the screen, and discuss the results</p>	<p>CC1 Home visitors use a tickler system for developmental surveillance* - asking required language: “Do you have any concerns about your child’s learning, behavior or development?” on every home visit and documenting the response.</p> <p>CC2 Home visitors explore options with parents and the supervisor for following up on concerns expressed by parents, and provide in-home developmental support, additional screening and referral(s), as needed, until the concern has been adequately addressed.</p> <p>CC3 Agency has a tickler system in place for alerting home visitors when it is almost time to conduct a screen and when it is due.</p> <p>CC4 ASQ screens and supplies are organized and easily accessible when needed for screening.</p> <p>CC5 Home visitors inform parents about upcoming screenings so that the parent(s) and children are ready to participate during the next home visit.</p> <p>CC6 Home visitors learn and can provide an accurate program/service overview and state the eligibility and referral requirements for Early Steps and other local resources for development - especially those accepting Medicaid and KidCare.</p> <p>CC7 Home visitors are observed introducing the screen in an engaging manner and encouraging parent-child interaction during the screening.</p> <p>CC8 Home visitors are periodically observed (initially more frequently) administering the screen and are provided feedback on strengths and areas in which to improve.</p> <p>CC9 Scores are periodically checked for accuracy – particularly when staff are new and when there is a very low score on the ASQ.</p> <p>CC10 Home visitors consistently provide feedback on screening results, regardless of the score, and encourage parents to continue working on child development since scores can go up or down over time.</p> <p>CC11 Home visitors practice administering the ASQ, including scenarios that may lead to difficult conversations, with other staff, provide feedback to improve skills, and do it again.</p> <p>CC12 Staff test and revise policy/protocol for conducting surveillance, administering screens, and training (both initial and refresher).</p> <p>CC13 Prior to administering the ASQ, home visitors observe other staff on multiple occasions.</p> <p>CC14 Team periodically discusses and uses child development data to inform practice.</p>

	<p>with the parents including when there are no concerns indicated by the screen.</p> <p>SD4 Staff have a policy/protocol to track developmental surveillance, the answer and how staff responded.</p> <p>SD5 Staff have a policy/protocol to track developmental screening frequency, results, and rescreening.</p> <p>SD6 Staff have a policy/protocol to track referrals, acceptance of referrals, and follow-up to service.</p>	<p>CC15 Home visitors and supervisors use a tracking system for screening frequency, results and rescreening.</p> <p>CC16 Home visitors and supervisors use a tracking system for referral, acceptance of referral, and follow-up to services.</p> <p>CC17 Home visitors practice using a script to improve comfort with introducing the screen.</p>
<p>PD2 Reliable and effective systems for referral, follow-up on suspected delays and coordination of services</p>	<p>SD7 Agency has agreements with community partners and resources (e.g. Early Steps, Help Me Grow/211), which includes referrals and coordination of shared participants.</p> <p>SD8 Agency has a standardized formal (written) and reliable process in place for</p>	<p>CC19 Program develops relationships with community partners for linking families to services, including service providers that address social emotional concerns.</p> <p>CC20 Home visitor follows protocol for response to screening results (e.g. decision tree).</p> <p>CC21 Developmental promotion activities shared with families (e.g. CDC's Learn the Signs, Act Early, ASQ Learning Activities, etc.) are based on family perspective of their child's development, HV observation and screening results (and in coordination w/EI and community services, if applicable).</p> <p>CC22 Home visitors follow protocol for referring children below the cut-off on the ASQ to Early Steps within seven days and providing in-home developmental support.</p> <p>CC23 Home visitors and supervisors use a tickler system to rescreen children when appropriate.</p>

	<p>positive screens, screens in the monitoring zone, referrals, access issues and follow-up.</p>	<p>CC24 Home visitors have a tickler system to follow-up on referrals to Early Steps and other community providers.</p> <p>CC25 Home visitors attend assessment for children they refer to Early Steps.</p> <p>CC26 Home visitors coordinate with the Early Steps provider(s) on shared participants to obtain the individualized family support plan and on ways in which the home visitor can reinforce the recommendations of the Early Steps provider(s).</p> <p>CC27 Home visitors attend Early Steps appointments for children they both serve at a frequency determined by the home visitor, Early Steps provider(s) and the family.</p> <p>CC28 Home visitors use empowerment strategies to address barriers to obtaining services for children referred to Early Steps or other community provider.</p> <p>CC29 Agency partners with Help Me Grow for up-to-date information on local resources available for children needing additional developmental support and for when families with an older child not being served in the home visiting program need assistance with screening and referrals for services.</p> <p>CC30 A formal procedure is in place that ensures all staff are acquainted with and know whom to call (by name) at Early Steps and other resources to whom they frequently refer children for developmental concerns.</p>
<p>PD3 Capacity of and support for home visitors to promote child development</p>	<p>SD9 Home visitors have comprehensive knowledge of local early childhood system and processes to support child development</p> <p>SD10 Home visitors have knowledge and competency in developmental and behavioral surveillance, screening, sharing results, anticipatory/targeted guidance, referral and follow up.</p>	<p>CC31 After training/education, home visitors can describe how to accurately administer, score, and interpret the results of the ASQ.</p> <p>CC32 After training/education, home visitors can demonstrate how to explain the screening process to families.</p> <p>CC33 After training/education, home visitors can demonstrate how to share screening results with parents and guide a discussion around next steps.</p> <p>CC34 Ongoing reflective supervision occurs on appropriate use of surveillance and screening (e.g. observation or video recordings of screenings).</p> <p>CC35 Reflective supervision encourages home visitors to discuss and overcome barriers related to addressing child development with families.</p> <p>CC36 Home visitors have access to and are trained on child development and in using resources to facilitate developmental support to families (e.g. Autism Navigator, CDC’s Learn the Signs, Act Early, ASQ Learning Activities, etc.).</p>

	<p>SD11 Home visitors receive routine supervisory support around child development.</p>	<p>CC37 Home visitors are trained on social emotional development and use resources/materials to educate parents (e.g. “Promoting Resilience Now and Forever,” Resources from: Center for Resilient Children, The Center on the Social and Emotional Foundations for Early Learning, Autism Navigator, etc.).</p> <p>CC38 Reflective supervision includes opportunities for home visitors to discuss challenges around teaching child development and empowering families with techniques they can use to support their child’s development.</p> <p>CC39 For programs that serve children over 2, home visitors understand the process for transition to Part B (school system) and help guide families through the process.</p>
<p>PD4 Families engaged in promotion of healthy child development</p>	<p>SD12 Home visitors allow parents to guide the conversation regarding child development and behavior at every home visit.</p> <p>SD13 Families are empowered to directly impact development of their child(ren).</p> <p>SD14 Families are offered connections to services and supports that are tailored to their needs.</p>	<p>CC40 Home visitors provide helpful (anticipatory) guidance and tips about child development are shared with family taking into consideration the parents’ knowledge and capacity.</p> <p>CC41 Home visitors provide specific developmental promotion based on screening results and family-driven ideas.</p> <p>CC42 Home visitor seeks feedback from parents on use of referred services (e.g. “was it helpful?”).</p> <p>CC43 Home visitors teach parents to use the developmental screening passport (Birth to 5: Watch Me Thrive!).</p> <p>CC44 Home visitors routinely review developmental milestones with families and use activities and resources to work on areas not yet achieved.</p> <p>CC45 Home visitors periodically ask if the information they provide on child development is meeting the participants’ needs and interests, and if there is any way to improve the delivery of information (e.g., different format, topic).</p> <p>CC46 Parents use a phone app that provides updates on child development and suggests activities by age.</p>