

First 5 CA Special Needs Project Screening and Service Protocol Implementation Checklist

Progress Ratings: 0 = Not applicable, 1 = Not begun, 2 = Partially begun or implemented, 3 = Fully completed or implemented

Tasks	Actions <i>(Descriptions should be thorough enough that the progress rating is explained)</i>	Person/Agency responsible	Projected Date of Completion	Progress Rating
<i>Step 1 ~ Community Outreach and Child Find</i>				
1. Determine what outreach strategies are being used in the First 5 Special Needs Project (SNP) Demonstration Site catchment area				
2. Determine potential referral sources (those giving referrals as well as those receiving referrals) from within the community				
3. Provide information to referral sources about the project, the protocol, and how to make referrals				
4. Decide if and when the Level 1 Health Survey will be used				
5. Work with local mandated service providers to notify families of children already receiving services about the project				
<i>Step 2 ~ Comprehensive Screening and Potential Results</i>				
6. Determine which agencies and or staff will be doing the screening to ensure an adequate numbers of screeners				
7. Determine how the screeners will be supervised and supported				
8. Determine how and by whom the Level 2 Health Screening will be completed				
9. Determine who will be collecting the consent forms and basic information from the families				

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10. Provide training to initial screeners, data specialists, and child study team members				
11. Ensure all screeners clearly understand how to administer and score the screening tools: ASQ, ASQ:SE, and PSI-SF				
12. Develop a way to ensure that the screening tools are being administered accurately				
Fidelity Indicators				
12.a. Screeners have been trained by a certified ASQ trainer.				
12.b. Screeners have been trained by a PSI-SF trainer approved by First 5 SNP Coordination & Training.				
12.c. Screeners are using parent report as the first and primary method of completing all tools.				
12.d. When there is an item that the child can demonstrate, the screener provides the opportunity for the child to perform the item in a developmentally appropriate way.				
12.e. When there is an item that the parent does not complete, the screener gently asks the parent if they intended to leave the item blank. If so, the scoring reflects the needed adjustment.				
12.f. The screener is able to adequately explain the items and their intent to the family.				

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12.g. <i>If the family speaks a language other than English, the screener speaks the family's language or has access to a trained interpreter.</i>				
12.h. <i>If there are any modifications to the tools or protocol (drastic changes in wording of items, eliminating items, long delays between administration of the tools, etc.), these are noted by the screener along with the reason for the modification, discussed with the appropriate supervisor, and noted in PEDS.</i> <i>NOTE: If these modifications occur more than once, they should also be discussed with the central First 5 CA SNP team (State Project Manager, Coordination & Training Director, and Evaluation Coordinator).</i>				
12.i. <i>The screener is able to score the tool correctly and shares appropriate information with the family. See #13: community agreed upon process (screening results, next steps, etc.).</i>				
12.j. <i>The PSI-SF is reviewed by a person with appropriate mental health expertise, unless clearly scoring below the 80% and having a valid defensiveness score.</i>				
13. Determine the procedure to be used for sharing screening results with families and communicate this with all screeners				
14. Complete the set-up of PEDS data system complete with agency names				
15. Ensure a confidentiality protocol is in				

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place, so that staff understand confidentiality procedures and all records are stored and handled in a confidential manner				
16. Outline process for data entry person receiving and entering screening results				
17. Set up a system for orienting and training new screeners, etc., as they join the effort				
Step 3 ~ Community Agencies and School Readiness Initiative Activities				
18. Develop or adopt a list/handout of existing community resources for sharing with families				
19. Develop or adopt a list/handout of existing school readiness initiative resources for sharing with families				
20. Determine who will be responsible for linking a family (Protocol Step 3B & C) to existing resources – screener, CST, other				
21. Determine how these practitioners will be kept up to date on what resources exist, their eligibility criteria, etc.				
22. Determine who will be responsible for referral and linking a family (Protocol Step 3D) to existing resources – screener, CST, other				
23. Determine who will be responsible for prioritizing the order of linkage and referral for children with multiple concerns				

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Step 4 ~ Child Study Team (CST)				
24. Identify CST members to include a child development expert and mental health expert at minimum				
25. Set up a meeting schedule for the CST and clearly communicate the purpose of the CST meeting to the team members				
26. Determine who will be responsible for communicating the recommendations of the CST				
27. Monitor the number of referrals to the CST to ensure the CST is meeting often enough				
28. Set up meetings with recipients of referrals from the CST to check on the appropriateness of the referrals				
29. Determine what types of assessments might be done by First 5 SNP staff or partners (mental health assessment, speech & language assessment, child development assessment)				
30. When a child is not referred for outside assessment, document criteria for First 5 SNP social-emotional or developmental assessments or service recommendations				
31. When a child is referred for outside assessment and found not eligible, document method for First 5 SNP service recommendations and follow-up				
32. When a child is referred for outside assessment and found eligible, ensure ability to exchange information				

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(including IFSP or IEP) and determine who will follow-up				
Step 5 ~ Services				
33. Determine what First 5 SNP Demonstration Site direct services will be provided and by whom (see Protocol narrative for sample list of direct services)				
34. Determine what First 5 SNP Demonstration Site capacity building services will be provided and by whom (see Protocol narrative for sample list of capacity building services)				
35. Track services provided to eligible children by mandated agencies				
36. Ensure inclusion of children served by mandated programs in school readiness initiative activities and other community activities as desired by the family				
Step 6 ~ Monitoring				
37. When a child is recommended for close monitoring, the schedule is provided to the Designated Evaluation Staff (DES) so that the data system can support the scheduling of the re-screening				
38. Determine how often the DES should run reports on upcoming re-screenings needed				
39. Determine how to keep the screening list up to date and notify families in a timely manner				