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EC PRISM ®

DEVELOPMENTAL SCREENING TOOLS

IN HEAD START & EARLY HEAD START PROGRAMS

WHAT ARE SCREENING TOOLS?

Screening tools are brief, standardized assessments of child developmental status. They are used to identify concerns about a child's learning or development. Educators may use results to inform curriculum, work with families, and work with resource and referral staff for further evaluation and services.

HOW DO SCREENING TOOLS WORK?

Most screening tools gather data using surveys (such as parent- or teacher-reported checklists or rating scales) or direct assessment of child skills.

DOMAINS FOR SCREENING IN HS/EHS:

- Developmental
- Behavioral
- Motor
- Language
- Social
- Cognitive
- Emotional

HOW ARE SCREENING TOOLS DIFFERENT FROM ON-GOING ASSESSMENT?

Both screening tools and ongoing assessments help educators gather information about child learning and development. However, they differ in design and purpose. Screening tools are brief, formal checks used to determine whether further evaluation may be needed. Ongoing assessments are typically longer and involve monitoring child progress over time to inform and individualize instruction.

WHY ARE SCREENING TOOLS HELPFUL?

Screening is the first step to ensure that eligible children receive timely early intervention services during critical developmental windows. Unaddressed developmental concerns can grow into larger problems; early detection, follow-up evaluation, and connection to services can help children get support to succeed in educational and social environments.

In Head Start and Early Head Start programs, screening is an essential part of a comprehensive assessment system, along with formative assessment, measures of environmental quality, and measures of adult-child interactions. Screening must be conducted early in the program year to make referrals, determine eligibility for services, and track progress over time.

HOW CAN PROGRAMS USE SCREENING TOOLS WITH DUAL LANGUAGE LEARNERS?

HSPPS 1302.33(c) guides screening with dual language learners to promote accurate, culturally responsive screening practices. Programs must conduct screening in the language that best captures the child's skill and development, and qualified personnel with understanding of the child's language and culture should administer the measure. Bilingual staff or interpreters should be involved in partnering with families to discuss results and potential follow-up referrals or services.

Finding a linguistically inclusive screening tool can be challenging. Look for tools with available language translations and demonstrated reliability and validity (also described as consistency and accuracy) in those languages. On the IMPACT Measures Tool®, you can filter for language translations and find specific validated language versions for some measures. Our cultural relevance scoring category can also be informative, as it accounts for the degree to which a measure was designed and tested for a diverse population.

Email us at:
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Visit our IMPACT Measures Tool® website at:
http://ecmeasures.instituteforchildsuccess.org

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CAN THE IMPACT MEASURES TOOL® HELP ME FIND A SCREENING TOOL TO USE IN MY HEAD START/EARLY HEAD START PROGRAM?

Yes! Below is a list of screening tools currently reviewed on the IMPACT Measures Tool®. The information about each tool includes domains covered, time to administer, and age range. We also use a science–backed approach to assign a numeric score for the cost, usability, cultural relevance, and technical merit of each measure. This can help programs identify tools that are a good fit for their community.

Screening Tools	HS	EHS
Overall Child Development (multiple domains)		
Ages and Stages Questionnaires® - 3rd Edition - Arabic (ASQ®-3-Arabic)	✓	✓
Ages and Stages Questionnaires® - 3rd Edition - Spanish (ASQ®-3-Spanish)	✓	✓
Ages and Stages Questionnaires® - 3rd edition (ASQ®-3)	✓	✓
Battelle® Developmental Inventory 3rd Edition Developmental Screening Test (BDI-3™ Screening Test)	✓	✓
Child Development Review - Parent Questionnaire (CDR-PQ)	✓	✓
Denver II	✓	✓
Developmental Indicators for the Assessment of Learning™ Fourth Edition (DIAL™-4) - Performance Areas	✓	✓
Devereux Early Childhood Assessment Preschool Program (DECA-P)	✓	
Devereux Early Childhood Assessment-Infant (DECA-I)		✓
Devereux Early Childhood Assessment-Toddler (DECA-T)		✓
Early Screening Inventory (ESI™-3 Kindergarten)	✓	
Early Screening Inventory (ESI™-3 Preschool)	✓	
Eyberg Child Behavior Inventory™ (ECBI™)	✓	✓
Parents' Evaluation of Developmental Status (PEDS)	✓	✓
Parents' Evaluation of Developmental Status: Developmental Milestones (PEDS-DM)	✓	✓
Speed DIAL-4-English	✓	✓
Speed DIAL-4-Spanish	✓	✓
Social-Emotional Development		
Ages and Stages Questionnaires® - Social-Emotional - 2nd edition (ASQ®-SE-2)	✓	✓
Brief Infant-Toddler Social and Emotional Assessment (BITSEA)		✓
Infant-Toddler Social And Emotional Assessment (ITSEA)		✓
Sutter-Eyberg Student Behavior Inventory - Revised™ (SESBI-R™)	✓	✓
Language Skills		
MacArthur-Bates Communicative Development Inventories (CDI) Words and Gestures		✓
MacArthur-Bates Communicative Development Inventories (CDI) Words and Sentences		✓
Receptive-Expressive Emergent Language Test – Fourth Edition (REEL-4)		✓

* Listing here does not guarantee that a tool by itself will be sufficient for meeting HSPPS.

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