

	DHS Head Start Program Policy		
EDUCATION 5			
SUBJECT	Development and Behavior Screening		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	4/6/2010		
Policy Council Approval: 7/25/17	Policy Council Revision: 5/23/2023	Governing Body Approval: 9/28/17	Governing Body Revision: 6/15/2023
			PAGE: 1 of 2

Policy:

The Head Start Program uses the Ages and Stages Questionnaire (ASQ-3) as the developmental screening and Ages and Stages Questionnaire: Social and Emotional, Second Edition (ASQ: SE-2) as the behavioral screening.

Education Service Providers will develop and implement procedures to ensure that developmental and behavioral screenings are completed in collaboration with each child’s parent/guardian on or before the 45th calendar day after the child first attends the program or for any child that did not receive a developmental ~~and~~ behavioral screening during the previous school year. Education Service Providers have 45 days to complete a developmental or behavioral screening for any child that was previously enrolled or transferred from a different City of San Antonio Head Start site and did not receive the required screenings. —Developmental (ASQ-3) and behavioral screenings (ASQ:SE-2) must be completed within this timeframe to identify early concerns regarding a child’s developmental, sensory, behavioral, motor, language, social, cognitive, perceptual, and emotional skills for appropriate referrals.

The ASQ-3 and ASQ:SE-2 should not be completed by the teacher. If the parent or guardian needs assistance completing the questionnaire, the teacher or other staff member may provide the most appropriate accommodations for completion. The developmental and behavioral screenings may be distributed by the teacher no more than eight weeks prior to the first day of a child’s entry into school. To the greatest extent possible, the screening procedures must be sensitive to the child’s cultural background and home language.

Education Service Providers will develop and implement procedures that include at a minimum:

- Identification of staff responsible for administering, scoring, follow-up, and referrals
- Monitoring the fidelity of the screenings
- Ensuring the appropriate version is utilized for child’s age and language
- Ensuring proper completion of the screening tool

- Ensuring accurate scoring of the screening tool
- Establishing timeframes for follow-up, referrals, and documentation, including parent/guardian refusals
- Following the *City of the San Antonio Benchmark Due Date Guide*, applicable *ChildPlus Data Entry Guide*, and the *Head Start File Scan Order and Process Guide*
- Completing routine internal monitoring of child files

Education Service Providers will develop and implement procedures to address the use of the ASQ-3 and ASQ:SE-2 with children with an identified disability or IEP. A child is not automatically disqualified from receiving a developmental or behavioral screening if they have an identified disability or IEP. Sensitivity to the parent/guardian should always be a priority. Procedures may include a determination to complete only certain sections of the ASQ-3 or the ASQ:SE-2. If it is determined by the teacher or other early childhood professional that it is not appropriate for a parent/guardian to complete any section of the developmental or behavioral screening, the information supporting this determination must be documented in Child Plus according to the applicable *ChildPlus Data Entry Guide*.

Performance Standard:

1302.33

Additional Resources: <http://agesandstages.com/free-resources/articles/when-should-you-not-have-parents-complete-asq/>