

# School Readiness Education Child Development Specialists

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Technical Assistance Program



- The **Child Development Specialist** provides early intervention supports for children with special needs and/or disabilities to caregivers and childcare providers.
- The **Child Development Specialist** assist in identifying children who are at risk due to developmental and behavior concerns and will develop a plan with the teacher to support the child's development.

## Here is what the Child Development Specialist can do for you:

- Provide early intervention services, resources, referrals, and trainings.
- Provide behavior management and classroom assistance to childcare centers and family childcare home providers.
- Provide support and training to promote strategies and implement environmental adaptations to maximize the appropriate learning environment .



# Technical Assistance Program

Technical Assistance introduces external people, practices, or resources into a program to transfer knowledge or skill so the program staff

- How do Child Development Specialist Provide Technical Assistance?
  - Observations
  - Developmental Screenings
  - Child Support Plans
  - Conferences
  - Referral Process
  - Assistance and Training
  - Early Intervention and Referral Warmline



# Getting Started

- Contact your county's Child Development Specialist
- Observations and screenings require a permission slip signed by the parent or guardian.
- Once the permission slip is received, observations can be scheduled.
- Every situation and need is unique and individualized.
- Services are not to be used as a last resort.
- Child Development Specialist cannot recommend or suggest a child be terminated from a provider's program.
- Child Development Specialist are unable to diagnose or imply a diagnosis on a child.



## Permission Slip for Parents/Guardians Regarding Child Development Specialist Services

Your child has an opportunity to receive a FREE screening service offered by ECS4KIDS.

The Ages & Stages Questionnaires®: Social Emotional (ASQ:SE) is a first level screening tool that is designed to identify children who may be at risk for behavioral difficulties. The ASQ:SE does not diagnose serious developmental or behavioral disorders; rather it should be seen as first step to aid in identifying young children who may benefit from more in-depth evaluation and/or preventive interventions designed to improve their overall development. These screening results will allow your Child Development Specialist to provide assistance when needed, through classroom support at school and resources for the family to use at home.

Parents can use the results of the ASQ:SE to talk with pediatricians, teachers or other professionals if they have concerns about their child's behavior development. Each questionnaire contains simple questions for parents to answer about their child's behavior and social interactions. The answers are scored and help determine whether the child's development appears to be progressing as expected or whether the child should be referred for a professional evaluation.

By signing this permission slip, I am allowing the Child Development Specialist to collect ASQ:SE results, visit my child at his/her childcare provider, observe him/her throughout the day, and create a individualized intervention plan that will support him/her at school and at home. In a separate Release of Authorization form, the Parent/Guardian may choose to allow the Child Development Specialist to make a referral for further evaluation/screening, as needed.

I understand that the information gathered from these services and my child's results are confidential and will only be shared with my permission.

Child's Name: \_\_\_\_\_ Child's Date of Birth: \_\_\_\_\_

Childcare Provider: \_\_\_\_\_

Childcare Director's Name & Phone Number: \_\_\_\_\_

Parent's/Guardian's Printed Name & Relationship to Child: \_\_\_\_\_

Parent's/Guardian's Address: \_\_\_\_\_

Parent's/Guardian's Phone Number(s):

(Home) \_\_\_\_\_ (Cell) \_\_\_\_\_ (Work) \_\_\_\_\_ (Other) \_\_\_\_\_

These results may be shared with:  My childcare provider  
 Community agency to initialize appropriate services

Parent's/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Child Development Services

## Typically Include:

- Onsite visit to observe the child or classroom.
- Developmental Screenings request.
- Conference with provider and/or parent with Child Support Plan and resources.
- Referral to early intervention agencies can be discussed if needed.

**Child Support Plan**

[Redacted Name] **Date of Conference:** 3/14/24

An observation was conducted for [Redacted] in his preschool classroom pre provider request. The observation for inclusion services was requested due communication and developmental concerns. During the observation, [Redacted] was very well mannered, followed directions, and engaged in activities. When asked questions with rote learning, [Redacted] had difficulty responding and required prompting to get to an answer and following multi-step directions with learning tasks. His teachers mentioned that he is eager to please and does not want to disappoint and feel that he is afraid to answer incorrectly. Overall concerns that were observed and teacher input included retention of learned material such as rote learning recognition and the ability to build on to skills as well as speech/language. The director did report that [Redacted] was in speech/language therapy prior. Child Find referral was submitted on 2/14/24.

Based on the observation and teacher input, it is recommended that the teachers continue to involve [Redacted] in conversations, model language, and pull [Redacted] for small group instruction. To better support [Redacted] to achieve learning goals, [Redacted] would benefit from modeling, using visuals to enhance learning and a multi-sensory approach to learning. Teachers may implement a prompting hierarchy and wait-time protocol to help [Redacted] feel more confident with his participation, responding, and to build his independence in academic and non-academic tasks. These strategies will improve retention, enhance engagement, individualize learning, and build independence. The resources from this binder will help address these concerns to better support [Redacted] needs.

**Goals:**

- Implement a multi-sensory approach to learning.
- Utilize small group instruction that focuses on [Redacted] needs to remediate and enrich his skills.
- Use a prompt hierarchy and wait time to build [Redacted] confidence and independence in learning activities.
- Use visuals to aid in learning and communication.
- Use curriculum accommodations when needed.
- Continue to use language modeling and individualize instructions.
- Plan small-group instruction or 1:1 to work on language activities.

**Resource Binder Contents**

➤ **Intervention Strategies:**

- Rock Your Classroom: Evidence-Based Practices for Early Childhood Classrooms
- Multi-Sensory Teaching Approaches for Diverse Learners
- 8 Working Memory Boosters
- Phonics Instruction: The Value of a Multi-Sensory Approach
- Fundamental Skill Sheet: Wait-Time
- Prompt Hierarchy
- Visual Strategies for Improving Communication

- Curriculum Modification: An Overview
- Preschool Curriculum Accommodation Plan

➤ **Visual Supports:**

- Yes/No Visual
- Alphabet Upper & Lower Case
- Numbers 1-20
- Color Card
- Shapes Card

➤ **Activities:**

- I See School Items Count [With Me!](#)
- Picture Comprehension Task Cards
- Yes/No Task Cards

➤ **Resources for Family**

- Child Find Roadmap
- Apps for Speech/Language & Learning List
- Expressive Language
- Receptive Language
- Activities to Encourage Speech and Language Development
- Expressive and Receptive Language Exercises to Practice at Home

## Assistance and Training



Can come onsite to conduct staff trainings.



Can meet with teachers for technical assistance sessions.



Topics for trainings can be individualized to the provider's needs

### Topics can include:

- classroom management
- behavior management
- challenging behaviors
- nurturing nonverbal communication
- differentiated instruction
- transitions
- managing schedules
- social skill development
- verbal de-escalation
- crisis de-escalation
- stress behavior and misbehavior
- family engagement
- positive reinforcement

We got you covered!





## Early Identification and Referral Warmline

- Other technical assistance needed for children with disabilities and/or special needs can be obtained by calling the Early Identification & Referral Warm Line.



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Questions or Assistance?

Call ECS4KIDS and ask to speak to your county's Child Development Specialist