

Developmental and Social-Emotional Screeners Complete: Now What?

Using ASQ™ Screening Results to Inform Daily Practices and Strategies in the Classroom

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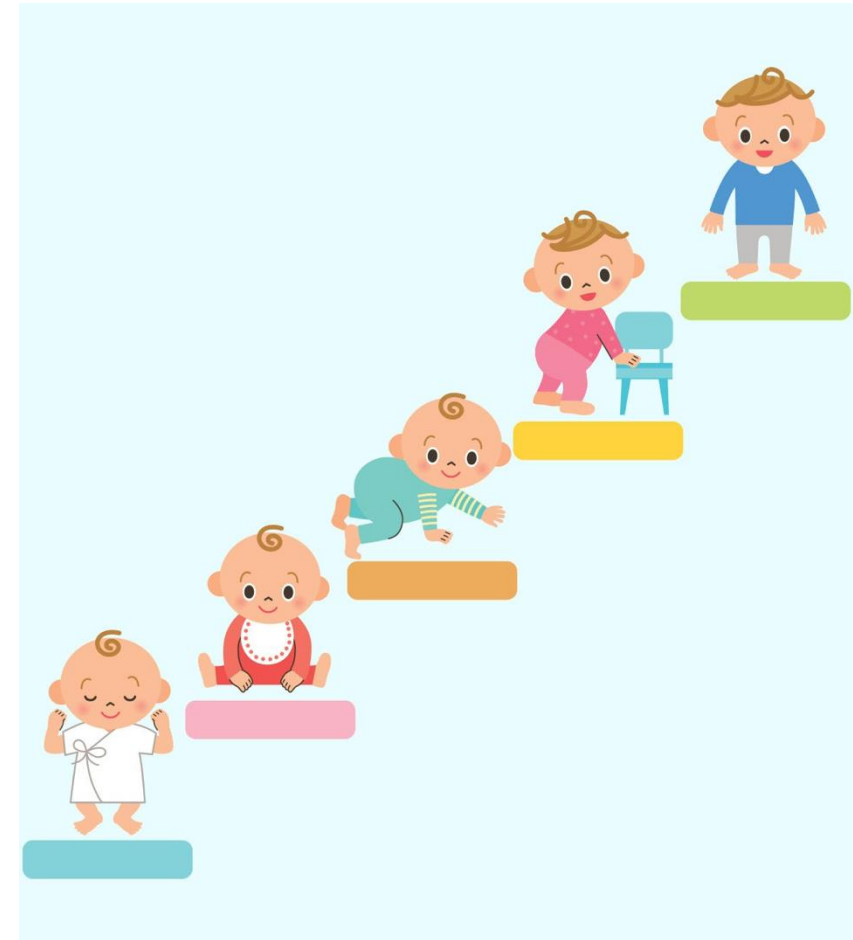
1. Review general behavior expectations for young children
2. Review the importance of screening efforts in ECE settings and best practices.
3. Identify best practices for monitoring child development
4. Effective ways to partner with family to assess development
5. Provide other resources that could be utilized



What is “Developmentally Appropriate Behavior”?

Provide an example of a behavior that is developmentally appropriate for a:

- 2-year-old?
- 4-year-old?



Behavioral Expectations 12-24 Months

Give an example of “typical”
behavior for each
developmental area:

Communication?

Social/Emotional?



Behavioral Expectations 24-36 Months

Give an example of “typical”
behavior for each
developmental area:

Communication?

Social/Emotional?



Behavioral Expectations 36-48 Months

Give an example of “typical”
behavior for each
developmental area:

Communication?

Social/Emotional?



Review of Developmental ASQ Screening



The Importance of ASQ Developmental and SE Screening:

Screening can:

- identify children who are developing on schedule.
- identify children who would benefit from practice or support in specific areas.
- identify children at risk for developmental delays who should be referred for further evaluation.



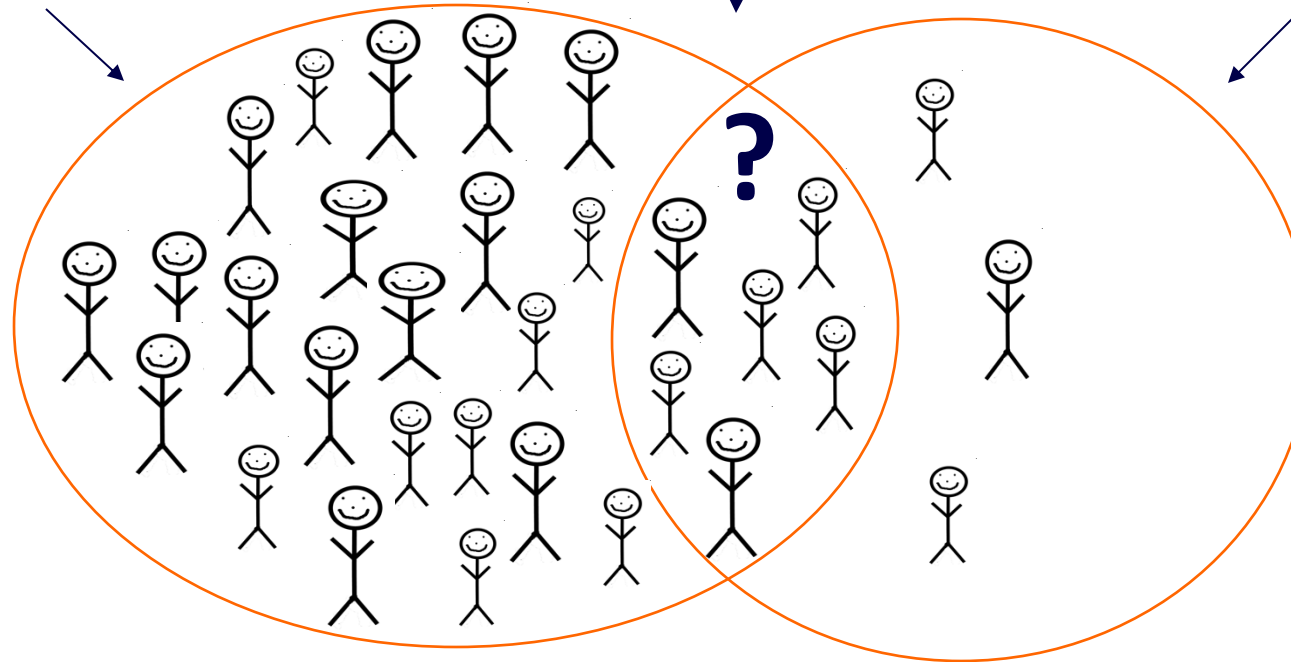
Our eyes are not sensitive

To prevent us from missing children

Clearly
Typical

Under Detected

Clearly
Atypical



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E Twombly, and L Potter Copyright © 2015
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www.agesandstages.com

Adapted from Macias, M. (2006) D-PIP Training Workshop

General program tips for screening implementation

- Set up routine screening procedures
- Communicate screening results with new teachers during classroom transitions
- Schedule follow-up screening plans when concerns arise



The Developmental areas of the ASQ-3™

Communication

- This refers to children's language skills and includes what they can say and what they can understand.

Gross Motor

- This refers to children's use and coordination of larger muscles, like arms and legs when they move and play.

Fine Motor

- This refers to children's movement and coordination of smaller muscles, like hands and fingers.

Problem Solving

- This refers to children's thinking and learning skills (pre-academic skills).

Personal-Social

- This refers to children's self-help skills and interactions with others.

The 7 Behavioral Areas of the ASQ-SE:2™

| Autonomy | Compliance | Adaptive Functioning | Self-Regulation | Affect | Interaction | Social Communication |
|---|--|--|--|---|--|---|
| <ul style="list-style-type: none">• A child's ability or willingness to self-initiate or respond without guidance (i.e., moving to independence). | <ul style="list-style-type: none">• A child's ability or willingness to conform to• the direction of others and follow rules. | <ul style="list-style-type: none">• A child's success or ability to cope with physiological needs (e.g., sleeping, eating, elimination, safety). | <ul style="list-style-type: none">• A child's ability or willingness to calm or settle down or adjust to physiological or environmental conditions or stimulation. | <ul style="list-style-type: none">• A child's ability or willingness to demonstrate his or her own feelings and empathy for others. | <ul style="list-style-type: none">• A child's ability or willingness to respond or to initiate social responses to parents, other adults, and peers. | <ul style="list-style-type: none">• A child's ability of willingness to interact with others by responding to or initiating verbal or nonverbal signals to indicate interests or needs, feelings, and affective or internal states. |

The Benefits of Using Both Tools



- A strong social-emotional foundation is key to health, well-being, and ability to learn in school.
- There's a relationship between behavior and development.
- Social-emotional screening paired with a developmental screen provides a more thorough picture.
- When new behaviors occur or existing behaviors increase, a repeat screen may give some insight.

Behaviors that can be challenging (4-5 year-old)

Very Active

Insatiable
Curiosity

Bathroom
language

Wants to play,
stormy
relationships

Imitation of
adults

Aggression with
peers, learning
to share

Extreme swings
(bossy then shy)

Testing
boundaries

Clingy

Developing
some feelings
of insecurity

Wants to be
right

Blames others
for own
wrongdoing

What others would you add to the list?

Is The Behavior Typical?

| Behavior | Typical Age Range | When to Consult with Others |
|-----------------------|----------------------|---|
| Temper Tantrums | 18 months to 4 years | Tantrums continue past preschool; increase in frequency or the behavior is unsafe |
| Inability to share | Age 1-4 years | Is not limited to special items; shows no improvement in preschool |
| Bossiness or Bullying | Age 4-8 years | Shows no empathy; hurts others without cause; behavior is unsafe |

When screening with ASQ™ Tools, keep in mind:

- Screening at the right time of day
- Consider time knowing the child
- Collaborating with consistent classroom staff when completing
- The big picture: just a snapshot of development



Our Focus Today: The “Gray” area?

In other words, scores do not indicate referral, but there are opportunities to target some skill development



Developing a plan

Development is a Journey

Conversation Roadmap for **Early Care and Education Providers**

Child name: _____
Date of birth: _____
Today's date: _____
Age of child in your program: _____

Celebrate progress!
Ask about a new skill

Now, does anyone have any concerns?
Check if anyone or the developmental screening tool has raised a concern

☐ Caregiver/Family ☐ Early Educator ☐ Developmental Screening Tool

Do we agree?
Check Yes if ALL or NONE of the previous boxes are checked

☐ Yes ☐ No

What is the child's behavior telling us?
Let's look at your responses on the screening tool

Let's Discuss
Deepen your understanding of the caregiver's emotion and perspective

Honor Differences Find Shared Goals Listen to Learn

Commit to Partnership

What are your hopes for your child?
Ask for a wish for the child's progress in the next 2-3 months

Let's make more progress
Identify next steps

Areas of Development

Movement Cognition Language Social/Emotional

Brazelton Touchpoints Center
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Potential Next Steps

☐ Schedule another appointment to discuss

☐ Observe the child, then reconvene (at next scheduled visit)

☐ Environmental enrichment (specific activities to try at home)

☐ Referral for services (e.g., EI) or formal evaluation

☐ Get another opinion from another expert

☐ Plan conversations with family members, other caregivers

Other

Resources

Family Partner
000 - 000 - 0000
familypartner@partner.com

For more information about children's development, visit the CDC's Learn the Signs. Act Early. webpage: www.cdc.gov/ActEarly

Using Screening Tools in Partnership With Families



- Communicating screening results in a timely manner with families.
- Have the family complete the screening tool to gain a more complete picture of the child in all environments.
- Set up a partnership meeting with the family to identify any goals, strategies, and future steps.

When Sharing Results with Families:

- Screening results should be shared in a positive, supportive, and nonjudgmental manner (strength-based).
- Think ahead about the language you will use in a meeting.
- Have any resources available to share with family.
- Decide on a follow-up plan for ongoing communication.

Strengths-Based Attitudes

- All families have strengths.
- Families are the first and most important teachers of their children.
- Families are our partners with a critical role in their child's development.
- Families have expertise about their child and family.
- Families' contributions are important and valuable.

Why Parent Report?

- Parents are highly reliable when reporting on their child's development (Dinnebeil & Rule 1994)
- ASQ-3 research found 93% agreement between parents and professionals
- Many other studies agree that parents are reliable reporters
- **Parents ARE the experts on their child!**

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ASQ™ Conversation Support Resources:

Sharing Screening Results with Families

It's important to always share ASQ®-3 results—parents will be interested in learning about their child's development. You should prepare carefully for these discussions, especially when you will be sharing results that identify a child as needing further assessment. Use these practical tips to help you discuss ASQ-3 results with families.

Be timely

Provide screening follow-up information as quickly as you can.

Show you value confidentiality

Be sure the setting for your conversation is private and assure parents that the conversation is confidential.

Use the ASQ-3™ Parent Conference sheet

This will help you organize your thoughts and take notes during the conversation or parent conference (the conference sheet is included in the Developmental Screening Toolkit or ASQ-3™ Starter Kit).

Restate the purpose of screening

Remind parents that screening is a check of their child's development. ASQ-3 only shows that their child may need further assessment and does not diagnose their child.

Listen to the family

Give parents an opportunity to express their perceptions of their child. Be open to new ideas and viewpoints.

Highlight the positives

Review the results, emphasizing the child's strengths. Also focus on parents' current skills and resources.

Explain the child's results

Be precise—Use language such as *well above cutoffs*, *close to cutoffs*, and *below cutoffs* when explaining the child's scores.

Be sensitive and positive

Avoid using terms like *fail*, *normal*, or *abnormal*.

Talk about next steps of development

If the child's development is on track, talk with parents about what skills to expect next. Provide learning activities that they can try at home. Let them know they'll have an opportunity to look again (programs are encouraged to complete another screening for children in 6–12 months).

Talk about outside influences

Discuss anything that may have affected the child's scores. This could include opportunity to try the skills, the child's health history, or specific cultural or environmental factors.

Examine together

Discuss concerns, and provide specific, objective examples of children's development whenever possible.

Offer guidance

Provide information about child development and activities to try at home. If a child's score is below the cutoff or if the parent has concerns, provide information about community resources and referral options.



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Sharing Screening Results

It's important to always share ASQ®-SE-2 results—parents will be interested in learning about their child's social-emotional development. Use these practical tips to prepare carefully for these discussions, especially when you will be sharing results that indicate a child needs further assessment.

Be timely

Provide screening follow-up information as quickly as you can.

Show you value confidentiality

Be sure the setting for your conversation is private and assure parents that what you share is confidential.

Use the ASQ-SE-2 Parent Conference Sheet

This sheet will help you organize your thoughts and take notes during the conversation or parent conference. (The sheet is included in the ASQ-SE-2 Starter Kit and the Social-Emotional Screening Toolkit.)

Restate the purpose of screening

Remind parents that screening is a check of their child's social-emotional development. ASQ-SE-2 only shows that their child may need further assessment and does not diagnose their child.

Listen to the family

Give parents an opportunity to express their perceptions of their child. Be open to new ideas and viewpoints.

Highlight the positives

Review the ASQ-SE-2 results, emphasizing the child's social-emotional strengths. (Hint: All items with a score of 0 points are strengths for the child.) Also focus on parents' current skills and resources.

Explain the child's results

Be precise—use language such as *well above the cutoff*, *close to the cutoff*, and *below the cutoff* when explaining the child's scores.

Be sensitive and positive

Avoid using terms like *fail*, *normal*, or *abnormal*.

Talk about outside influences

Discuss anything that may have affected the child's scores. This could include the child's health history or specific cultural or environmental factors.

Examine concerns together

Discuss concerns, and provide specific, objective examples of children's social-emotional development whenever possible.

Talk about next steps in social-emotional development

If the child's social-emotional development is on track, talk with parents about what skills and behaviors to expect next. Provide learning activities that parents can try at home. Let them know they'll have an opportunity to discuss their child's development again in the future. (Rescreen in 6–12 months if possible.)

Offer guidance

Provide information about social-emotional development. If a child's score is above the cutoff or if the parent has concerns, provide information about community resources and referral options.



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CDC Act Early Conversation Support Resources

Tips for Talking with Parents about Developmental Concerns



| TIPS | EXAMPLES |
|---|---|
| Always: | |
| Talk about development regularly Talk with parents regularly about their child's development – not only at times of concern -- and provide them with resources so they can track milestones at home. | I am so happy to be Taylor's new teacher! I care a lot about making sure all my children are on track in terms of how they play, learn, speak, act, and move for their age, so I will be looking for and tracking Taylor's developmental milestones and sharing his progress with you regularly. It would be great if you would look for milestones at home, too, and let me know what you're seeing as well. I have some free milestone checklists that can help. |
| Share resources Encourage families to use milestone checklists or the Milestone Moments booklet to monitor their child's development at home. Find these free resources here: www.cdc.gov/Milestones | A great way to monitor Taylor's developmental milestones is with these checklists. They can help you understand typical milestones he should be reaching for his age and those to look for as he gets older. You can place them on the refrigerator for quick and easy reference throughout the day. |
| Use good listening skills <ul style="list-style-type: none">■ Listen closely, make eye contact, nod when appropriate, and be silent when the parent is speaking■ Repeat the parent's main points when you respond so he or she will know you heard and understood■ Consider how the parent feels about what he or she is saying■ Watch and listen closely for clues to those feelings and acknowledge them when you respond■ Probe for more information when necessary | <p>It sounds like you are pretty worried and I hear you saying that you do not hear Taylor speak clearly at home. Is that correct?</p> <p>Let's talk about what you have noticed at home. Can you describe specific situations?</p> <p>Is there anything else about Taylor's development you'd like to talk about?</p> |
| When you have concerns to share: | |
| Highlight the child's strengths <ul style="list-style-type: none">■ Let the parent know what the child does well and the milestones he or she is meeting■ Keep the conversation positive | We love having Taylor in class. He follows the classroom rules and really loves to sing, dance, and act during our circle time. |
| Make sure you are well prepared <ul style="list-style-type: none">■ Invest time in building meaningful relationships with the parents and discuss developmental progress regularly■ Complete a milestone checklist for the child's age to help the parent know that you are basing your comments on facts and not just feelings | Since our last meeting, I have noticed a few things about Taylor that I would like to discuss with you. I've been completing a milestone checklist for him, like I do for all the children, and I see he is meeting his cognitive milestones very well. However, he is not meeting a few of his language/communication milestones. For one, I have noticed that Taylor doesn't speak clearly enough for most people to understand. As you can see on the checklist, a five-year-old typically speaks clearly. |
| Encourage the parent to share any concerns with the child's doctor <ul style="list-style-type: none">■ Remember it's not your role to make or even suggest a diagnosis■ Remind parents of the importance of acting early on concerns | There might not be anything to be concerned about, but I do think it's important to talk to Taylor's doctor about this in the next few weeks to be sure. Take this checklist with you when you go, share it, and ask the doctor for a developmental screening. This will help the doctor and you to know whether Taylor might need a little extra help. Getting help early can make a big difference! Let me know if you need anything from me for that doctor's appointment. |
| Follow-up with the family in a few weeks | Thank you for taking time to meet with me again. I know the last time we talked about Taylor's development, we were concerned about his language skills. Have you been able to talk with Taylor's doctor about this? |



www.cdc.gov/ActEarly
1-800-CDC-INFO (1-800-232-4636)



Download CDC's
Milestone Tracker App
 

Learn the Signs. Act Early.

Tips for Talking with Parents about Developmental Concerns

How to Respond

If parents disagree with you about their child's behavior or abilities

Try: Sometimes children behave differently at home than they do at school. I'm only able to share with you what I've seen in the classroom. How does Taylor act when he's around other children in the neighborhood?

If a parent gets angry or upset

Try: I understand that you are upset. Like you, I want what's best for Taylor. That's why it's so important for me to share with you what I am seeing. If he does need some extra help, I want him to have the opportunity to get it as soon as possible. Do you want to discuss your questions and concerns now, or would you rather think about this a little more and meet again (in a couple of days, next week, etc.)?

(If the parent hasn't already been given a milestone checklist, give one and suggest that he or she fill it out and bring it back.)

If a parent reports that the doctor said to wait and see

Try: While it's true that every child develops at his or her own pace, there are certain milestones we typically see from most children by Taylor's age. If you are concerned, you can reach out to early intervention directly to see if Taylor qualifies for help through free or low-cost services. You don't need a doctor's referral. Acting early may make a real difference for Taylor, so it's better to find out for sure. If his development is delayed enough to qualify for help, you can get those services started right away and then follow-up with the doctor.

Be Mindful of Cultural Differences

Not all cultures place the same emphasis on particular developmental milestones. When communicating with families, be aware of your own cultural biases in making decisions about how to communicate with families.

Additional Resources

- For a FREE 1-hour online training about developmental monitoring and communicating with parents, including videos of sample conversations (Module 4) visit www.cdc.gov/WatchMeTraining
- For tips on why and how to use [Learn the Signs. Act Early.](#) materials in your classroom and to access free materials visit www.cdc.gov/ActEarly
- Share the [How to Help Your Child](#) and [How to Talk with the Doctor](#) tip sheets with parents: www.cdc.gov/Concerned

www.cdc.gov/ActEarly

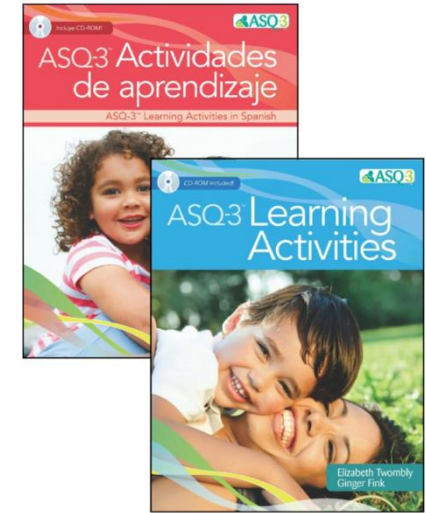
1-800-CDC-INFO (1-800-232-4636)



Learn the Signs. Act Early.

A Team Approach to Supporting Development:

- Identify areas of opportunity to reinforce
- Label activities that can be done at school and at home
- Use ASQ resources to guide activities
- Make a plan for monitoring/tracking progress



Building a Plan of Action:

- Determine developmental areas that will be addressed based on screening results
- Set child-specific and developmentally appropriate goals.
- Determine how to incorporate individualized goals within the child's daily activities
- Identify how you will best track your child's progress
- Ensure both staff and families agree on a plan



Differentiating Instruction



Creating a Responsive Learning Environment



Creating a Responsive Learning Environment:



- Adapting the Physical Environment
- Differentiating Instruction
- Group children more intentionally based on developmental levels
- Incorporate supportive group activities that foster a positive classroom culture

Building Skills Through Everyday Interactions:

1

Find the “Why” (Your child...)

- ▶ **Why might my child be doing this?**
- ▶ This section provides ideas that will assist caregivers in thinking about what the child may be communicating through challenging behavior. The strategies that are recommended require determining the “why” of behavior as it occurs in the routine.

2

Prevent the Behavior

- ▶ **What can I do to prevent the challenging behavior?**
- ▶ This section provides prevention strategies that will help the child participate in the routine without having challenging behavior.

3

Respond

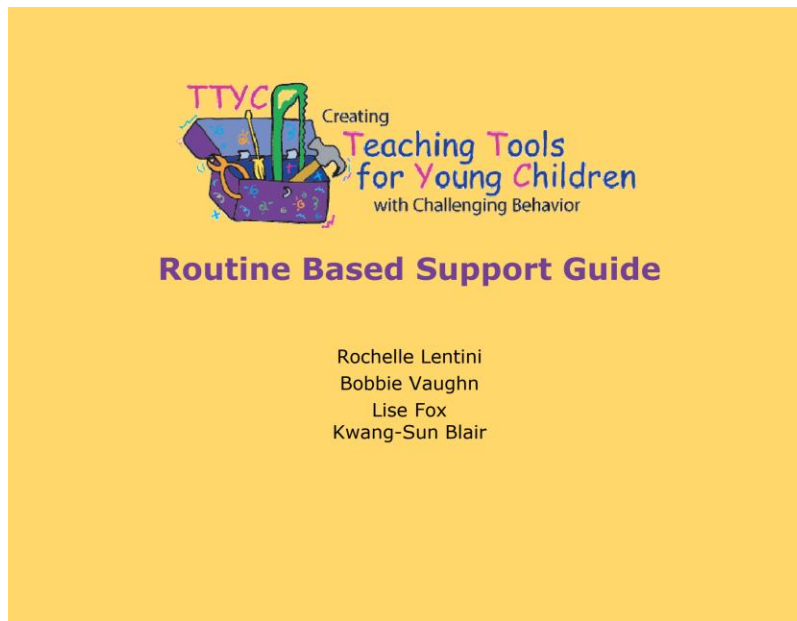
- ▶ **How do I respond when challenging behavior occurs?**
- ▶ This section provides the caregiver with ideas on how they can respond in a way that does not maintain the problem behavior (or keep the behavior happening).

4

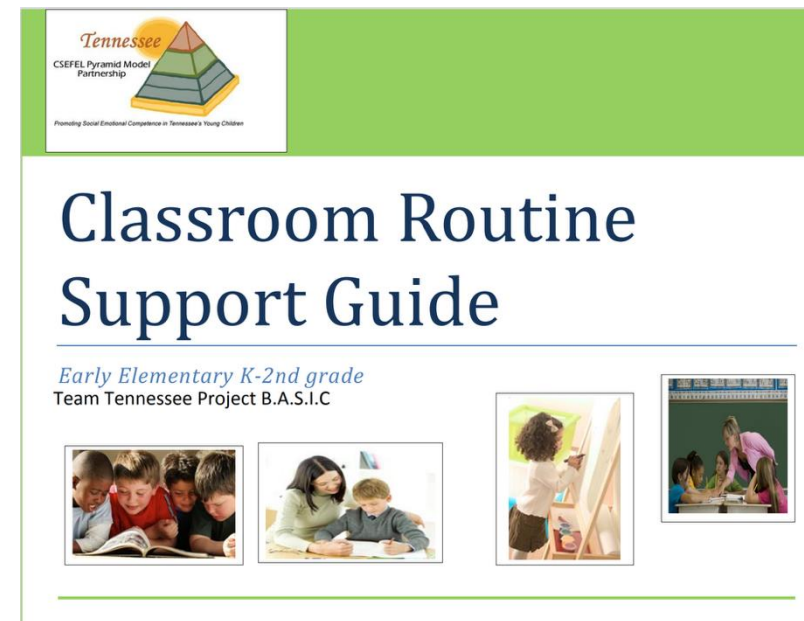
Teach New Skills

- ▶ **What new skills can I teach to replace the challenging behavior?**
- ▶ This section suggests new skills to teach to replace the challenging behavior. Many of the strategies mentioned in the guide are quick and easy to implement.

Additional Helpful Resources for Routines:



[Teaching Tools - National Center for Pyramid Model Innovations](#)



[Classroom Routine Support Guide](#)

Using Results to Inform Daily Classroom Practices

EXAMPLE

Case Example- Johnny Appleseed

- Where does his score fall on the continuum?
- What are the concerns identified?
- What else might you want to know?

36 Month Information Summary 33 months 0 days through 41 months 30 days **ASQ:SE-2**

Child's name: Johnny Appleseed Date ASQ:SE-2 completed: 4/14/2025
Child's ID #: _____ Child's date of birth: 4/1/2022
Person who completed ASQ:SE-2: Teacher Child's age in months and days: 36m 13 days
Administering program/provider: Childcare ☺ Child's gender: ☒ Male ☐ Female

1. ASQ:SE-2 SCORING CHART:

- Score items (Z = 0, V = 5, X = 10, Concern = 5).
- Transfer the page totals and add them for the total score.
- Record the child's total score next to the cutoff.

| TOTAL POINTS ON PAGE 1 | 30 |
|------------------------|------------|
| TOTAL POINTS ON PAGE 2 | 30 |
| TOTAL POINTS ON PAGE 3 | 20 |
| TOTAL POINTS ON PAGE 4 | 20 |
| Total score | 100 |

| Cutoff | Total score |
|--------|-------------|
| 105 | 100 |

2. ASQ:SE-2 SCORE INTERPRETATION: Review the approximate location of the child's total score on the scoring graphic. Then, check off the area for the score results below.

no or low risk 75 monitor 105 refer 155+ (90%ile)

☐ The child's total score is in the ☐ area. It is below the cutoff. Social-emotional development appears to be on schedule.

☐ The child's total score is in the ☐ area. It is close to the cutoff. Review behaviors of concern and monitor.

☐ The child's total score is in the ☐ area. It is above the cutoff. Further assessment with a professional may be needed.

3. OVERALL RESPONSES AND CONCERNS: Record responses and transfer parent/caregiver comments. YES responses require follow-up.

1-35. Any Concerns marked on scored items? ☒ YES no Comments: Sometimes Johnny won't communicate with others unless I am with him.

36. Eating/sleeping/toileting concerns? YES ☒ no Comments: _____

37. Other worries? ☒ YES no Comments: He seems to play alone unless I engage him with others.

4. FOLLOW-UP REFERRAL CONSIDERATIONS: Mark all as Yes, No, or Not Sure.

Using the Follow Up Sections to guide your process

4. FOLLOW-UP REFERRAL CONSIDERATIONS: Mark all as Yes, No, or Unsure (Y, N, U). See pages 98–103 in the ASQ:SE-2 User's Guide.

- ☐ **Setting/time factors** (e.g., Is the child's behavior the same at home as at school?)
- ☐ **Developmental factors** (e.g., Is the child's behavior related to a developmental stage or delay?)
- ☐ **Health factors** (e.g., Is the child's behavior related to health or biological factors?)
- ☐ **Family/cultural factors** (e.g., Is the child's behavior acceptable given the child's cultural or family context? Have there been any stressful events in the child's life recently?)
- ☐ **Parent concerns** (e.g., Did the parent/caregiver express any concerns about the child's behavior?)

5. FOLLOW-UP ACTION: Check all that apply.

- ☐ Provide activities and rescreen in ____ months.
- ☐ Share results with primary health care provider.
- ☐ Provide parent education materials.
- ☐ Provide information about available parenting classes or support groups.
- ☐ Have another caregiver complete ASQ:SE-2. List caregiver here (e.g., grandparent, teacher): _____
- ☐ Administer developmental screening (e.g., ASQ-3).
- ☐ Refer to early intervention/early childhood special education.
- ☐ Refer for social-emotional, behavioral, or mental health evaluation.

How would you support Johnny's Social-Emotional Development?



Results showing social-emotional challenges (e.g., difficulty regulating emotions, forming peer relationships) can inform specific strategies like:

Integrating more structured playtime or group activities.

Using social stories or role-playing to teach emotional regulation and conflict resolution.

Modeling and reinforcing positive social behaviors throughout the day

What strategies could you use to support Johnny's Language Development:



- Provide strategies for supporting children with language delays or developmental concerns (e.g., using visual aids, providing extended wait time for verbal responses, implementing peer-assisted learning).
- Recommend using open-ended questions, building vocabulary, and supporting fine motor skills with puzzles, drawing, and block-building activities.

Being a More Reflective Teacher

What is working
in my program?

What are the
smoothest times
of day for the
children?

What are the
most challenging
times of day for
the children?

What parts of my job
challenge me the
most?

Am I hearing repeated
concerns from
families, supervisors,
or coworkers?

What skill or
information would
make my job easier?



How might teaching practices need to be adjusted based on screening results?

Key Points to Remember

- Schedule a plan for rescreening.
- Checking in/partnering with families.
- Developing a plan of action that makes sense.
- Adjusting teaching/classroom practices.
- Celebrate successes
- Are there other supports you can utilize?
- Is there additional training that would be helpful?





Additional Resources

IECMHC Newsletter

Signup for ***Bright Start, Bright Kids, Bright Future--IECMHC*** here:

www.pakeys.org/getting-started/about-us/newsletter-signup/



IECMHC Office Hours

IECMH Consultants are **available by appointment** via telephone or video conference.

Find next steps for:

- Child Social-Emotional Concerns
- Child Behavioral or Developmental Concerns
- Emotional Well-being of Teachers and Caregivers
- Partnering with Families

Appointments are held **twice per month**.



The Pennsylvania Key IECMHC Virtual Office Hours

The Pennsylvania Key Infant-Early Childhood Mental Health Consultation (IECMHC) Program is offering a new service: **IECMHC Virtual Office Hours**

Are you looking for support with:
Helping a child who is struggling with behavior, attachment, peer relationships or emotion regulation?
Helping teachers and families with self-care, stress, and coping, but not sure what to do next?

IECMHC Virtual Office Hours is now accepting appointments for office hours throughout Pennsylvania!

IECMH Consultants are available by appointment to provide IECMH Virtual Office Hours consultation via telephone or video conference. IECMH Virtual Office Hours is a short-term, collaborative, problem-solving conversation to help you find next steps for:
Child Social-Emotional Concerns | Child Behavioral or Developmental Concerns
Emotional Well-being of Teachers and Caregivers | Partnering with Families

Who can request IECMH Virtual Office Hours?

Services are available at no cost to families, child care professionals and specialists supporting Keystone STARS child care programs. We invite:

- Teachers, directors, and staff in center, family, and group-based child care programs
- Families with children attending child care programs
- Keystone STARS Quality Coaches
- Mental Health/Behavioral Health agencies
- Home Visiting and Family Support Programs
- Birth-5 & 5-5 professionals

IECMHC Virtual Office Hours help your program?

IECMHC Virtual Office Hours help you and your family by strengthening their relationships with young children and build capacity to address emotional needs. IECMH can help reduce caregiver stress, as well as increase skills in responding when a child exhibits challenging behaviors. IECMH can help you understand problem behaviors with the power and impact of nurturing relationships. IECMH can help you understand the power and impact of nurturing relationships. IECMH can help you understand the power and impact of nurturing relationships.

IECMHC Virtual Office Hours appointment?

IECMHC Virtual Office Hours appointments are held on the first and third Fridays of the month, or other days/times by request. To schedule an appointment, register here.

IECMHC Virtual Office Hours is not a crisis hotline. If your question or situation is urgent and requires immediate assistance, dial 911 or contact one of these resources:

- PA Crisis Text Line: Free, 24/7 support for those in crisis. Text "PA" to 747741 to text with a trained Crisis Counselor
- SAMHSA National Helpline: Confidential, free 24/7 helpline. Call 1-800-662-HELP (4357)
- PA Support & Referral Helpline: Call 1-855-284-2494 or click Pennsylvania County Crisis Lines for the Crisis Hotline in your county.



Scan me!



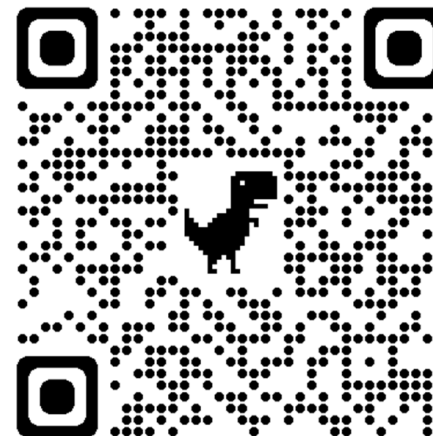
IECMHC Resources

IECMHC Website

www.pakeys.org/iecmh

Request for Services Form

<https://s35729.pcdn.co/wp-content/uploads/2021/10/IECMHC-Request-for-Services-Full-Application-fillable-rev-10.11.21.pdf>



Questions?

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