

## POLICY #20

### CHILD FIND/SCREENING ACTIVITIES

#### Regulatory References:

23 Illinois Administrative Code 226.510 'Child Find Activities'  
CFR 300.220 'Child Identification'  
Illinois Department of Public Health Rules and Regulations  
Pursuant to Hearing and Vision Screening  
77 Illinois Administrative Code 675.110 and 685.110

#### Screening:

Screening is a process for determining which children from the general population are more likely than others to have a specific type of problem. Special Education screening means the process of reviewing all children in a given group with a set of criteria for the purpose of identifying certain individuals for evaluations who may be in need of special education services. This screening would include procedures to help determine a student's individual educational and/or behavioral strengths and weaknesses that are being manifested in the school environment.

Required screening by each school district in cooperation with the Henry-Stark Counties Special Education District are:

- 1) annual screening to identify children ages 3-5 who may need special education
- 2) hearing and vision screening for special education students
- 3) speech and language screening of every child upon initial enrollment
- 4) annual screening by educational staff to assist in determining which children to refer for a case study evaluation

#### Parental Permission/Informed Consent

Parental permission and informed consent to not apply to screening. Screening is prior to the special education referral and evaluation process and is not specific to a given child. Procedures that do not involve direct individual contact with the student (observation, interviewing of teachers, or reviewing of records) would not require parent/guardian permission. Procedures that require direct contact with the students in the group would require the need for parental involvement and written permission. Data collected for screening can not include any of the case study evaluation components referenced in 23 Illinois Administrative Code 226.535 A-F.

#### Procedures

- 1) Annual screening to identify children ages 3-5 who may need special education (reference attachment 'A' "PreSchool Screening Manual for 3-5 Year Olds." A Procedural Guide for Screening Coordinators, Public Health

Technicians, Developmental Team Members, Speech Therapist, Interviewers, and Volunteers dated September, 1986)

2) Hearing and Vision screening for special education students

The State of Illinois requires hearing screening:

- a) annually for all preschool children three years or older
- b) annually for children in grades kindergarten, 1, 2, and 3
- c) after grade 3 for teacher referrals and students transferring into schools who have not been previously screened
- d) annually for all special education students

The State of Illinois requires vision screening:

- a) annually for all preschool children 3 years of age or older
- b) annually for all children in grades kindergarten, 1, 5, and 9
- c) for all teacher referrals and students transferring into school who have not been previously screened
- d) annually for all special education students

The above requirements will be completed by all districts utilizing school nurses, non-certified health aides, the Henry-Stark Counties Special Education District audiologist, and/or Henry County Health Department personnel.

All personnel engaged in hearing and vision screening must meet the requirements for approval and certification of the Illinois Department of Public Health or the Illinois State Board of Education.

Typically, the below personnel will complete the screenings:

Annawan - HCHD/HSCSED	Neponset - ESR/HSCSED
Atkinson - HCHD/HSCSED	Toulon - HCHD/HSCSED
Bradford - HCHD/HSCSED	Valley - HCHD/HSCSED
Cambridge - NHA/HSCSED	Wethersfield - PNG/HSCSED
Galva - HCHD/HSCSED	Wyoming Grade - HCHD/HSCSED
Geneseo - NHA/HSCSED	Wyoming High - HCHD/HSCSED
Kewanee - STN/HSCSED	

3) Speech and Language screening of every child upon initial enrollment

Each member school district of the Henry-Stark Counties Special Education District shall inform the assigned speech therapist of all newly enrolled students grades K-12.

The district person assigned to process/enroll students will notify the speech therapist by completing the sample form, Attachment 'B'.

Upon receipt of the completed form, the speech therapist will conduct a speech/language screening of each newly enrolled student. The screening will be conducted within one week of notification.

Speech and language screening is only required upon initial enrollment in an Illinois public school district. If the district receiving the child has documentation from the sending district that the screening has been conducted, this documentation would satisfy the requirement. If the receiving school district has no documentation, the district should conduct the screening.

- 4) Annual screening by educational staff to assist in determining which children to refer for a case study evaluation

Annual screening by regular education teachers and other professional personnel for referral of regular division children who exhibit problems which interfere with their educational programs and/or their adjustment to the educational setting must be completed on an annual basis grades pre K-12.

Each member district of the Henry-Stark Counties Special Education District may, a) establish procedures which require screening all students utilizing a uniform instrument, or b) review district-wide or teacher testing information, etc.

The annual screening is for the purpose of reviewing all children in a given group (e.g. third grade, early childhood, etc.). The screening cannot be specific to a child nor involve administration of individual assessment instruments to individual children. 23 Illinois Administrative Code 226.515 states that the district may conduct assessment for instructional purposes to determine the appropriateness of a referral. This standard applies to classroom teacher-developed tests or district-wide tests used for instructional assessment.

ATTACHMENT 'B' - NOTIFICATION FORM

(District Letterhead)

Date \_\_\_\_\_

TO: Speech Therapist

FR: Office

RE: Newly enrolled student/notification form

The below listed student(s) enrolled on the date shown. Please schedule a speech/language screening within a week of this notice.

<u>Student</u>	<u>Enrolled Date</u>	<u>Transferred from City/State</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Sent by \_\_\_\_\_

Attachment 'B'

Approved 10/22/86

**PRESCHOOL SCREENING MANUAL  
FOR 3-5 YEAR OLDS**

**A Procedural Guide for Screening Coordinators,  
Public Health Technicians, Developmental Team Members,  
Speech Therapists, Interviewers, and Volunteers**

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**September, 1986**

**Approved 10/22/86**

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## INTRODUCTION

The Henry-Stark Counties Special Education District's Early Identification Pre-School Screening Program has been developed to comply with an Illinois mandate which states that screening must be made available to all three to five year old children in order to facilitate early identification and provision of special services to those who are in need of such services. (23 Illinois Administrative Code 226.510) It is hoped that by identifying these children at an early age and providing them with appropriate special services, many of their problems will be remediated by the time they are enrolled in kindergarten or first grade.

The screening program includes screening of vision, hearing, behavior, developmental skills, and speech/language development. Developmental and behavior screening is conducted by the Henry-Stark Counties Special Education District screening team. Vision/hearing screening is conducted by a technician from the Henry County Department of Public Health. Speech/language screening is completed by the speech therapist that is assigned to the student's home district.

The screening is a three-stage process:

1. Initial Screening - All children are screened: those who fail to perform at the expected level are recommended for further diagnostic screening.
2. Rescreening - Children who fail initial screenings are rescreened; those who fail to perform at the expected level are referred for further evaluation. Developmental, behavior, or speech referrals are made to the Henry-Stark Counties Special Education District. Vision referrals are made to a physician; hearing referrals are made to an audiologist or a physician.
3. Further Evaluation - Children who fail rescreening are recommended for a case study evaluation through their local school district.

This three-step process helps to eliminate over-identification of young children, since their abilities are not judged on the basis of a single performance. On initial screening day, various factors may influence the child's performance, (fright, temperament, illness); therefore, he/she is rescreened, then given further evaluation before identification of special needs is made.

The screening team from the Henry-Stark Counties Special Education District uses the Comprehensive Identification Process Screening Test for initial screening of developmental skills. These skills included fine motor, gross motor, and cognitive verbal abilities. Parents are asked to fill out a behavior checklist as part of the initial screening. The tasks required of each child and the expected behaviors are all age-appropriate to the child being screened. The speech therapist administers the speech and language screening evaluation.

Rescreening of developmental skills is done by the Henry-Stark Counties Special Education District screening team using the Developmental Skill Log/or other age

appropriate instruments. If the behavior checklist scores so indicate, parents are interviewed concerning the child's behavior.

The child who fails the Developmental Skill Log is referred for a complete case study evaluation to determine eligibility for programming is needed. The 23 Illinois Administrative Code 226.535 requires a psychological evaluation as part of the case study evaluation in order to place any child in a special education instructional program.

Since the goal of the program is to screen as many three to five year olds as possible, the Henry-Stark Counties Special Education District screening team and the Public Health technicians additionally screen in area nursery schools/day care centers as well as in the school districts. These screenings are held in the Fall and Winter if possible.

Volunteers are an important part of the screening program and their value can not be underestimated. Each school district recruits volunteers (often through PTA) to help schedule appointments, assist with publicity, supervise check-in and check-out tables on screening days, and direct parents and children to appropriate screening stations.

The screening program is indeed a cooperative effort between school district personnel, volunteers, public health technicians, the Henry-Stark Counties Special Education District, and parents.

The plans and procedures on the following pages are to be viewed as a procedural guide for screening 3-5 year olds.



## PERSONNEL AND RESPONSIBILITIES

### I Henry-Stark Screening Coordinator

- a. On screening and rescreening days, the assigned coordinator is responsible for scheduling the Henry-Stark Counties Special Education District screening team.
- b. The assigned coordinator is responsible for the referral and follow-up of children who may need further assessment based on screening/rescreening results.

### II. Henry-Stark Counties Special Education District Developmental Screening Team

- a. The team is responsible for developmental/behavioral screening/rescreening of children.
- b. The team is responsible to schedule speech and language screening by the Henry-Stark Counties Special Education District speech therapist.
- c. The team is responsible for the interview of parents.
- d. The team is responsible for the instructing volunteers.
- e. The team is responsible for the collection and retention of completed screening forms and records.

### III. Public Health Technician/State-Certified Nurse

- a. The technician is responsible for establishing screening date for all school districts and to supply each district with parent questionnaires, screening and rescreening appointment sheets.
- b. With the cooperation of the pre-school screening coordinator, the screening technician is responsible for planning, publicity and all arrangements for screening/rescreening days, including recruitment of volunteers.
- c. The technician is responsible for screening and rescreening vision and hearing.
- d. The technician is responsible for referral of children for further evaluation by an audiologist and/or physician based on screening/rescreening results.

### IV. Speech Therapist

- a. The Henry-Stark Counties Special Education District speech therapist is responsible for conducting screening/rescreening speech/language.
- b. The speech therapist is responsible for scheduling further evaluations of identified problems.

### V. Interviewer

- a. On screening days, the Henry-Stark Counties Special Education District screening team member is responsible for interviewing parents.
- b. On rescreening days, the Henry-Stark Counties Special Education district Coordinator is responsible for interpreting rescreening results to parents and indicating action that will be taken by the local district.

### VI. Volunteers

- a. Volunteers are responsible for manning check-in and check-out tables and assisting children to their assigned stations.
- b. Volunteers will assist in clerical duties as assigned by the Pre-School Screening Coordinator.

## PLANNING

### I. General Considerations

A. The screening process involves three stages:

1. Registration
2. Screening
  - a. Developmental
  - b. Behavior
  - c. Vision
  - d. Hearing
  - e. Speech/Language
3. Rescreening
  - a. Developmental
  - b. Behavior
  - c. Vision
  - d. Hearing
  - e. Speech/Language

B. The screening includes all children between the ages of three and six who are not yet enrolled in kindergarten.

C. The majority of school districts within the Henry-Stark Counties Special Education District have found that using appointments for screening day, provides the most efficient and productive use of the time set aside for screening.

1. The number of appointments made compared to the estimated preschool population, can project if the district is reaching most parents of preschoolers.
2. The number of appointments made will indicate the number of staff (volunteers and screeners) needed.
3. An appointment is a more definite commitment from the parent to have the child present.
4. Appointments do not exclude screening of walk-ins.

D. Each district may wish to consider evening hours for registration and/or screening as a convenience for working parents.

E. It often works best to have the parent wait outside the screening room, providing facility space allows, since some children perform better alone. If the child cries, or is extremely shy, the parent may be present.

F. It is important to make the parent aware of the screening procedures that are being used.

## II. Organization of Screening

### A. Registration Day

1. The parent is asked to come to a central location.
2. The child's presence is not required.
3. The parent completes a registration form requesting general information on the child.
4. The parent is given an appointment time for screening day.
5. Parents complete eye-ear history form prior to the screening.
6. Parent may be given an appointment reminder card or letter.

### B. Screening Day

1. The parent and child come to the screening location according to the appointment time. Six children are scheduled per half hour.
2. The parent stops at a check-in table and turns in the completed papers or receives developmental questionnaires including behavior checklist, and/or eye-ear history to fill out before the child is screened.
3. The child is then taken to one of the screening stations. It is not imperative that the child go to the stations in a particular order as long as an appointed volunteer checks to see that he/she has been to each station.
4. If the questionnaire or behavior checklist indicates the need for an interview, it will be done by a Henry-Stark Counties Special Education District screening team member or an interviewer designated by the Coordinator.
5. After the child has been to each screening station, the parent and child proceed to the check-out table where all papers are collected and parents are notified they will be contacted for an appointment for rescreening, if necessary.
6. Any child who is unable to attend the initial screening in the local district may schedule another appointment.

### C. Rescreening Day

1. Rescreening is scheduled as soon as possible after the initial day of screening.
2. The Henry-Stark Counties Special Education District screening team member may go to the home for the rescreening appointment.
3. If the child fails the rescreening, he/she is referred to the Henry-Stark Counties Special Education District for a complete case study.

## III. Henry-Stark District Screening Coordinator and Health Technician Checklist

### A. Between Now and Time of Initial Screening:

1. Thoroughly read this manual.
2. Confirm screening/rescreening dates with the Henry County Health Technician.
3. Determine with the Henry County Health Technician the registration day(s). (Usually 1-2 weeks prior to screening)
4. Check supply of all forms and request numbers needed.
5. Check site(s) of screening/rescreening. (If school building is not available because of lack of space, consider a nearby church building.)
6. Plan where the various stations will be set up considering the special needs of each station.
  - a. Registration: Need a registration table, two chairs, extra tables/chairs for parents to fill out forms.
  - b. Vision: Screening machine requires a ten foot space and electrical outlet; one or two small tables, four chairs; chairs for waiting parents and children.
  - c. Hearing: A separate quiet area, one or two small tables; three or four chairs; must have electrical outlet; chairs outside for waiting parents and children.
  - d. Developmental: A room other than gym when possible (Learning Centers are ideal); four children-sized tables with three chairs per table; chairs to waiting parents and children.
  - e. Speech: Room with one or two small tables, three or four chairs; chairs for waiting parents and children.
  - f. Interview: Separate area with one or two tables (depending on screening population), three to six chairs.
  - g. Check-Out: One table, two chairs, preferably close to exit area.
7. Be sure enough screens, portable blackboards, etc. will be available if they are needed to block off areas in a gym or all-purpose room.
8. Be sure the building will be open when needed.
9. Organize the local publicity campaign. (See publicity section for specific suggestions)
10. Determine method of registration (phone or in-person) and assign personnel needed.
  - a. In making appointments:
    1. Schedule five children per half-hour on screening day
    2. In each square on appointment sheet write the child's name, birthdate, and telephone number.
    3. Try to schedule appointments in a continuous sequence, i.e. five children at 9:00, five at 9:30, five at 10:00, rather than three at 9:00, three at 9:30, three at 10:00, etc. filling up an entire morning schedule before giving any afternoon appointments.
11. Recruit and assign volunteers to specific jobs for screening and

rescreening days.

12. Gather supplies needed. (See supplies list for suggestions)

**B. On The Day of Initial Screening:**

1. Arrive with supplies early enough to be sure everything is set up.
2. Assign screening stations.
3. Hang identification signs at each station.
4. Check that each volunteer is at assigned job and go over job instructions with each.
5. Be sure each station has needed supplies.
6. Be available throughout the day to answer questions and handle problems.

**C. At the End of Each Screening Day:**

1. Inform all screeners and volunteers when last child has been screened.
2. Check forms to see if all children needing rescreening have phone numbers and addresses listed for making appointments in the future.

**D. After Screening is Completed:**

1. Complete the Pre-School Screening Master Log Sheet/Results Form and return the Henry-Stark Counties Special Education District.
2. Write thank-you notes to those who volunteered or provided space.

**IV. Supplies List**

**A. The Henry-Stark Counties Special Education District will provide the following supplies:**

1. Signs for building doors - "PreSchool Screening"
2. Signs for screening stations.
  - a. Check-in and Check-out
  - b. Vision
  - c. Hearing
  - d. Developmental (Educational)
  - e. Speech
3. Children's name tags - name badge labels, large enough for name, birthdate, and numbers 1-4.
4. Pencils/pens for use at check-in, check-out.
5. Fineline marking pens. (For making name tags)
6. Masking tape for hanging signs.
7. Paper clips.
8. Staplers and staples.
9. Completed appointment sheets.
10. All necessary forms.

## PUBLICITY

### I. General Suggestions for Planning Publicity

- A. All publicity concerning the PreSchool Screening Program is the responsibility of the Henry-Stark Counties Special Education District and the Henry County Health Department.
  - 1. The more people who are involved in helping with publicity, the wider the more intense public awareness will be. Involve each school's PTA or other parent groups.
  - 2. Sometimes the title "PreSchool Screening" is confusing to parents. Give specific details of purposes, ages of children, etc.
  - 3. Emphasize that the screening is free.
  - 4. Emphasize that this should be a yearly screening. It is recommended that a child be screened at age three, four and five years of age.
  - 5. Leave the words "special education" out of publicity whenever possible as these words sometimes scare parents.

### II. Local Publicity Involves Newspapers, Radio, Television and the School News Bulletins:

- A. Notices and/or newsletters sent home from school. (These seem to be the most effective means of publicity)
  - 1. Children currently enrolled in school can be asked to take notices home to their own parents and also to a neighbor with preschool children.
  - 2. If screening falls shortly after a report card period, notices sent home in report cards are always seen.
- B. Posters are a good source of local publicity and should include information on dates, times, locations and other vital information regarding the registration. They can be easily produced by high school graphic arts departments or eighth grade art classes. Poster may be displayed in: beauty parlors, grocery stores, bowling alleys, laundromats, public aid offices, and drug stores.
- C. Two news releases in the local newspapers.
  - 1. The first article two weeks before the registration and/or screening is to begin.
  - 2. A second article just prior to registration and/or screening.
- D. Spot announcements on the radio should be short and should emphasize the date, time, place and circumstances under which the children should be registered.
- E. Flyers can be included in church bulletins or left in physicians' or dentists'

waiting rooms. They should be short printed flyers.

- F. A letter of support may be printed using a sample letter and changing the working to apply appropriately to the situation. It would ask ministers to announce the information from the pulpit, doctors to inform patients, etc. Letters of support could be sent to the following people:
1. Local doctors
  2. Local ministers
  3. Local civic and service organizations
  4. Directors of nursery schools
- G. Spot announcements on television should be short and should emphasize the date, time, place and circumstances under which the children should be registered.

## REGISTRATION DAY

### I. Methods for Registration Day

#### PLAN I - In Person

##### A. Facilities required:

1. Tables and chairs for those handing out forms and making appointments.
2. Tables and chairs for parents filling out forms.

##### B. Personnel required:

1. Volunteers to hand out forms and make appointments.

##### C. Forms needed:

1. Registration form
2. Parent questionnaire
3. Eye-Ear History
4. Appointment sheets
5. Appointment reminder cards

##### D. Procedure:

1. Welcome parent, give him/her forms to fill out.
2. When parent returns forms, check to see if all information is complete.
3. Make child's appointment for screening day, filling in name, birthdate, and telephone number.
4. Give parent reminder card.

#### PLAN II - By Phone

##### A. Facilities required:

1. Space and telephone for volunteer or school secretary making appointments for screening day.

##### B. Personnel required:

1. One person to take calls and make appointments.

##### C. Forms required:

1. Appointment sheets.
2. Reminder letters to send to parents (if district used them).

##### D. Procedure:

1. The person making the calls tells the parent the appointment times that are available, makes the child's appointment and fills in the child's name, birthdate, and phone number.
2. The person making the calls notes the parents name and address if the district is sending reminder cards.



## SCREENING DAY

### I. Facilities Required

#### A. Check-In Area

1. Chairs and table to accommodate volunteers and all required forms.
2. Tables with chairs for parents filling out forms.

#### B. Vision Screening

1. Ten feet of space for screening instrument.
2. Accessible electrical outlets.
3. One or two small tables and two or three chairs.
4. Chairs outside room for waiting parents and children.

#### C. Hearing Screening

1. Separate quiet room.
2. Accessible electrical outlets.
3. One or two small tables and two or three chairs.
4. Chairs outside room for waiting parents and children.

#### D. Developmental (Educational) Screening

1. Learning Center or gym.
2. Four child-size tables with small chairs at each table.
3. Chairs outside room for waiting parents and children.

#### E. Speech Screening

1. Room with one or two tables and three or four chairs.
2. Chairs outside room for waiting parents and children.

#### F. Interview

1. Table with three or four chairs (located in area that allows for confidentiality)

#### G. Check-Out Area

1. One table with two chairs (preferably close to exit area).

### II. Personnel Required

#### A. Screening Coordinator

#### B. Henry-Stark Counties Special Ed. District Developmental Screening Team

- C. Public Health Vision/Hearing Technician
- D. Speech Therapist
- E. Interviewer
- F. Volunteers - 1) check-in, 2) check-out, 3) direct children and assist hearing technician

### III. Forms Required

- A. Completed appointment sheet.
- B. Completed registration, parent questionnaires and eye-ear histories.
- C. Extra blank registrations, parent questionnaires and eye-ear histories.
- D. Rescreen appointment sheets.
- E. Rescreen reminder appointment cards or letters to be given or mailed to parent.

### IV. Procedure

#### A. Check-in registration

1. Give the child a name tag with first and last name, birthdate, numbers 1, 2, 3, 4 to be checked off as child leaves each station.
2. Check off each child's name on appointment sheet.
3. Have all walk-ins without appointments fill out necessary forms.
4. check that all forms have been completed.
5. Remind parent to return to check-out table.
6. Send child to first station.

#### B. Check-out

1. See that child has been to all stations.
2. Collect all papers.
3. If rescreening is needed in any area, inform parent they will be contacted for an appointment. Write child's name and phone number on appropriate appointment sheet. Send home helpful hints.
4. Separate yellow eye-hearing histories from all other papers. (Give to vision/hearing personnel at the end of the day.)
5. Staple all papers for each child together.
6. Separate papers of all children to be rescreened from those who do not.
7. Remember all information is confidential - DO NOT share it with anyone.