



Alo Civitas
CONSULTING

Engaging Families Through Developmental Monitoring

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- The views and opinions expressed in this presentation are those of my own and do not reflect the official views or policy of UT Health San Antonio.
- I have no financial conflicts of interest to disclose concerning this presentation.



Unconscious Bias Disclosure

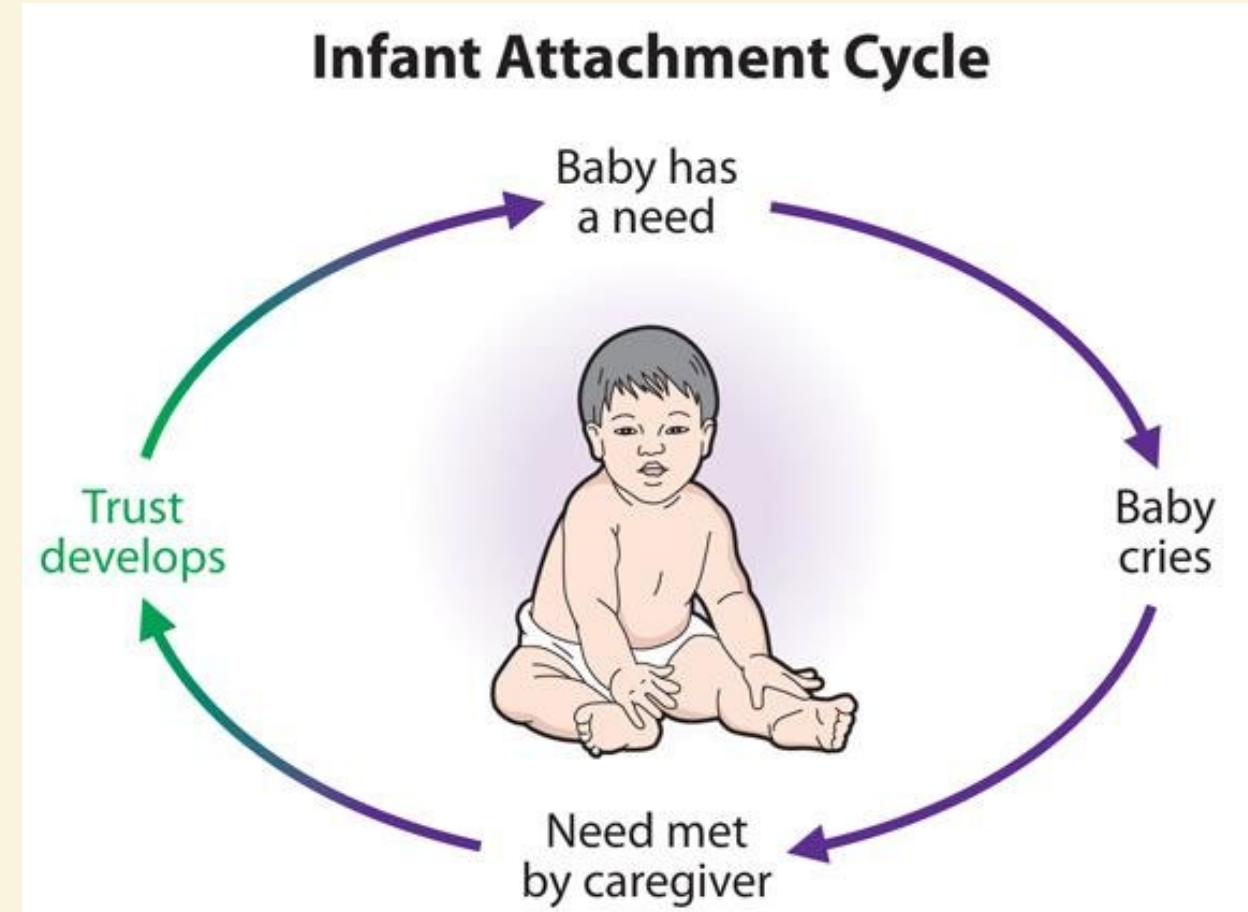
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"In early childhood, you may lay the foundation of poverty or riches, industry or idleness, good or evil, by the habits to which you train your children. Teach them right habits then, and their future life is safe." - Lydia Sigourney

Relationships are the Vehicle for Development

- Children need a stable, responsive caregiver. They grow through “serve and return” interactions.
- Relationships are necessary for children to grow, prosper, and develop.
- Relationships can be with parents, teachers, and other caring relationships in the life of the child.
- Loving relationship can act as a buffer for toxic stress.
- [Relationships matter](#)



What does the data tell us?

- 1 in 4 children are at risk for developmental delays
- 80% of children who need developmental/behavioral interventions, do not receive it before entering Kindergarten
- Early childhood programs have a 7-12\$ return on investment through savings in health care, education, and criminal justice costs. The highest return is during infant and toddler years.
- Prevention is always better than intervention.

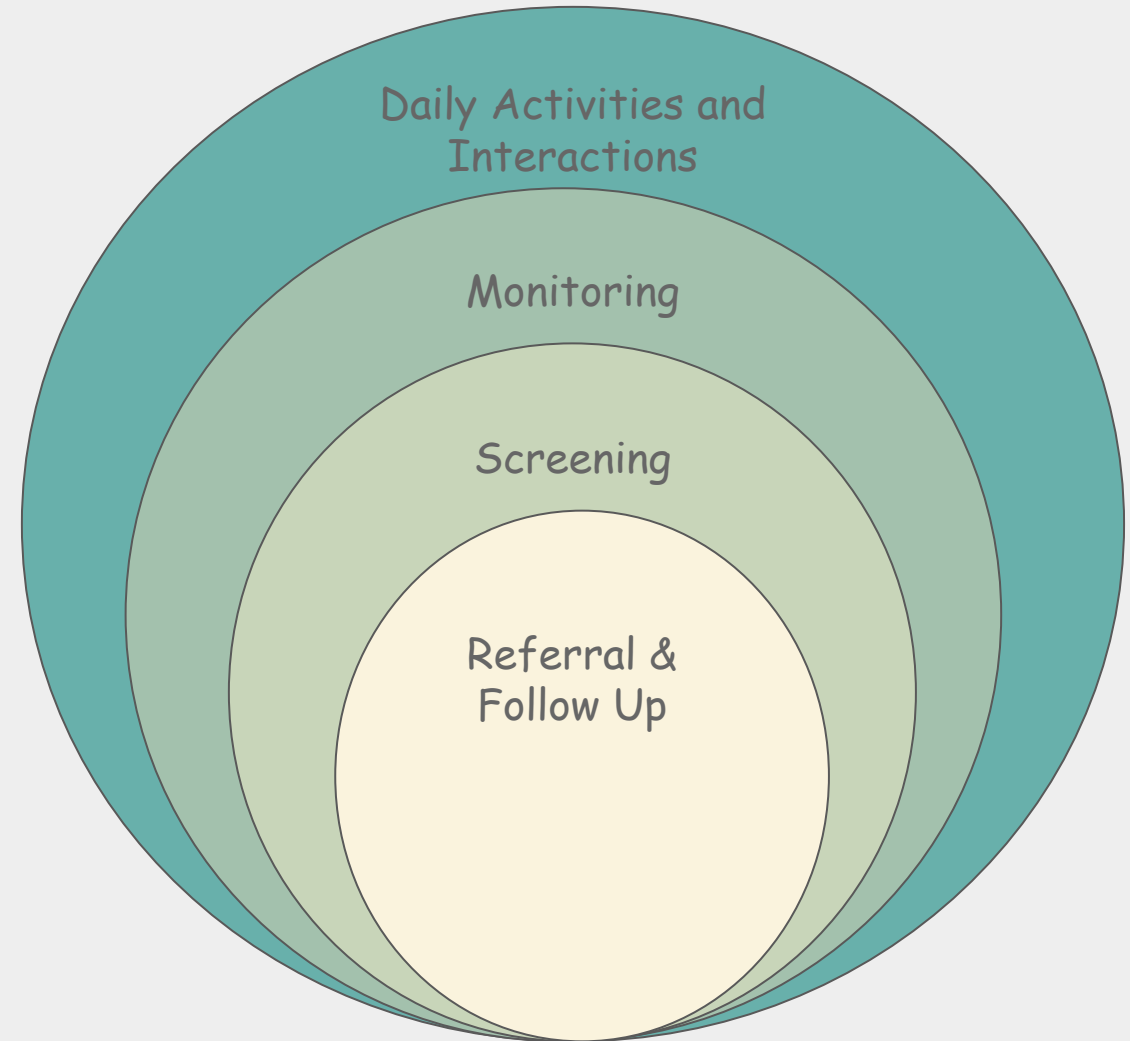
What does the data tell us?

- Identification is not uniform, universal screening and monitoring is key
 - Non-Hispanic white and non-Hispanic black children compared to Hispanic children or non-Hispanic children of other races;
 - Children living in rural areas compared to children living in urban areas; and
 - Children with public health insurance compared to uninsured children and children with private insurance.
 - <https://www.cdc.gov/ncbddd/developmentaldisabilities/features/increase-in-developmental-disabilities.html>

Framework for children's healthy development and family well-being



Developmental Promotion



What is Family Engaged Developmental Monitoring?

an intentional partnership of families and providers working to highlight a child's developmental progress and identify opportunities for support and education for positive outcomes

<https://helpmegrownational.org/wp-content/uploads/2023/01/A-Roadmap-for-Advancing-Family-Engaged-Developmental-Monitoring-FINAL.pdf>




3 Essential Attributes of Family Engaged Developmental Monitoring

- 1) Families are regarded as the expert of their child's development
- 2) Information must be gathered in a holistic manner
- 3) Developmental progress and needs are discussed over time

<https://helpmegrownational.org/wp-content/uploads/2023/01/A-Roadmap-for-Advancing-Family-Engaged-Developmental-Monitoring-FINAL.pdf>

Family Engaged Developmental Monitoring

Attributes of Family-Engaged Developmental Monitoring

Family Strategies <ul style="list-style-type: none">• Families share observations and opinions about child's skills/behavior• Families voice what healthy development means to them or what they feel their child needs right now	 <p>Families are regarded as the expert on their child's development</p>	Provider Strategies <ul style="list-style-type: none">• Providers elicit family goals, questions, and concerns routinely• Providers ask family opinion of their child's development• Providers identify parent priorities - for growth and support
<ul style="list-style-type: none">• Families learn about factors that support or hinder development• Families gather perspectives from multiple adults or programs who interact with their children	 <p>Information is gathered to inform a holistic approach to the child's development</p>	<ul style="list-style-type: none">• Providers gather information about family strengths, risk factors, etc.• Providers ask about other program/provider insights from families directly or from other providers who support them
<ul style="list-style-type: none">• Families note and reflect on their children's development over time (tools can be helpful!)• Families share how long any risk factors or concerns have been present• Families revisit questions or progress with the same provider	 <p>Development is discussed over time</p>	<ul style="list-style-type: none">• Providers ask families how their child's development or their own concerns have changed over time• Providers re-engage with the family to revisit questions, concerns, and developmental progress

Sharing Information With Families

- Parents are equal partners with providers
- Development is ongoing conversation
- Parents are their child's first teachers
- Continues support outside of the classroom
- Tools help remove observation bias

What does Family Engaged Developmental Monitoring look like?

- All families have strengths. Reaffirm their strengths and find activities families can do that support developmental outcomes.
- Utilizing monitoring tools such as the CDC's Learn the Signs. Act Early. developmental milestone checklist to support partnership and conversation.
- Documenting the child's current skills, abilities, and milestones, and any or all concerns about development or social drivers of health, and paying equal attention to both developmental progress and concerns
- Gather and document a full context of the child's environment
- Ensure families receive the full continuum of services as needed- promotion, monitoring, screening, referral, and receipt of services
- Recognizing and addressing cultural considerations and language access needs

How does this reduce disparity?

- Recenter power to the family
- Holistic approach and takes into consideration community level drivers of health
- Families from low-income backgrounds or families of color less likely to receive medical care or support from medical system
- Lack of trust in systems
- Universal goals

Self-Assessment



A FAMILY-ENGAGED DEVELOPMENTAL MONITORING SELF-ASSESSMENT FOR EARLY CHILDHOOD PROGRAMS AND PROVIDERS

Each of the FEDM attributes below have critical questions to consider.
Review each question and mark (✓) for those that are currently being achieved within your early childhood program or medical practice.



PRACTICE

Families are regarded as the expert on their child's development

Do you celebrate milestones with families as they share their child's strengths?

Do you directly and routinely elicit parent priorities, concerns, and questions?

Do you allow information provided by the family to shape your view of the child?

If a family's views of the child's development does not align with your own, do you ask clarifying questions to better understand factors that may contribute to the difference?

Does a family's priority for concerns or support shape your considerations for future support?

Self-Assessment



Information is compiled to inform a holistic approach to the child's development

Depending upon your professional or programmatic scope, do you gather information about the child's:

Family-level support network, such as family or community members who interact positively with the child, who support the family in times of need?

Community-level support network, such as faith-based organizations?

Involvement in other programs or services, such as: early care and education programs, parent education or support groups, food banks?

Family-level risk factors, such as a child's underlying health conditions, family-level trauma, parental mental health, or substance use?

Community -level risk factors, such as neighborhood violence, discrimination in service access or delivery, poverty?

Positive parenting practices, such as reading together, serve-and-return interactions, creating rich opportunities for play?

Basic needs, such as food insecurity, access to medical care, unemployment, and housing?

Self-Assessment



Development is discussed over time

Do you routinely elicit information on progress and concerns?

Do you ask families how they have seen their child progress over time?

Do you ask families how long a concern has been present or if it has changed over time?

Do you ask families how they see a given risk factor or asset has shaped the child's growth?

Do you directly and routinely revisit the progress, social and environmental conditions, and concerns at a future visit?

Do you, with family consent, elicit and share information with other providers for a more holistic approach to serving the family?

Do you follow-up with families regarding their priorities, concerns, and questions?

Reflection

How can you ensure universal monitoring and identification practices?

How can families be brought to the table?

Thank you!

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