

Module #2: Handout #2a

- Ellen shares a social-emotional development guide and ideas about social-emotional activities that would be fun for the whole family to do together.
- Ellen plans to check in with Tessa in a few days to invite her again to the parenting class. She is hopeful that Tessa's boyfriend also will attend because it sounds like he has gotten frustrated with Marcus and uses spanking as a punishment. She wants to stay in close touch and provide emotional support to Tessa and continue to provide information and talk to her about Marcus's behaviors. She also plans on checking with Head Start and the early childhood special education referral to make sure Marcus gets services as soon as possible.

ASQ:SE-2 Interpretation and Follow-Up

Ellen discussed the results of ASQ:SE-2 with Tessa. Marcus's ASQ:SE-2 total score of 120 points is well above the cutoff of 85. Although Marcus's ASQ-3 does not indicate the need for a referral, Tessa indicated that other people have a hard time understanding Marcus. Ellen also has a difficult time understanding Marcus, as do other volunteers and children in that setting. Based on ASQ:SE-2 results, Tessa's concerns, and her own observations, Ellen discussed the following with Tessa.

- Ellen suggests that Marcus be referred to his primary health care provider. Ellen encourages Tessa to have the doctor check Marcus's hearing because of concerns about Marcus's articulation. Tessa is open to bringing Marcus to the doctor because it has been a long time since his last visit. Ellen works with Tessa to find a primary health care provider so that all of Tessa's children can attend well-child checkups.
- Ellen encourages Tessa to enroll Marcus in the Head Start extended day program. Tessa reported that she and Marcus participated in Early Head Start for a few months when Marcus was an infant, but they stopped participating when she had to move. Tessa feels embarrassed about how she left the program and is reluctant to get back in touch with the program. Ellen reassures her that program staff will understand and says they could call together. In addition to Marcus attending Head Start, Ellen hopes that the twins can be enrolled in Early Head Start extended day program also to relieve Tessa's mother of child care responsibilities.
- Ellen talks to Tessa about Marcus's general development and emphasizes the areas of strength for Marcus (gross motor, fine motor, and personal-social skills). She talks to Tessa about her report that it is hard for other caregivers to understand Marcus. Ellen discusses how this might lead to frustration for Marcus and contribute to some of his problem behaviors. Tessa is reluctant to refer Marcus because her boyfriend "didn't want anyone coming around the house." Ellen lets Tessa know that the local Part B early childhood special education program could send someone to Family Place to meet with her and Marcus. She also shares that Marcus could receive speech-language services when he is placed in a Head Start classroom. Tessa feels it will be okay as long as providers do not have to come to their apartment. She and Ellen make a referral together to early childhood special education to look at Marcus's articulation.
- Ellen discusses the results of Marcus's ASQ:SE-2 and Tessa's concerns about Marcus's behavior. Ellen comments that the combination of Head Start's comprehensive services and speech-language therapy could really decrease Marcus's problem behaviors. Because it may take a few weeks to get enrolled into services, Ellen talks to Tessa about the behaviors that were of concern, and together they come up with some ideas to try with Marcus. Ellen also talks to Tessa about a parenting class through Family Place that is starting in a week, asking if Tessa and her boyfriend would like to attend. Tessa is interested but is not sure her boyfriend will be willing to go. She agrees to ask him and get back to Ellen.