



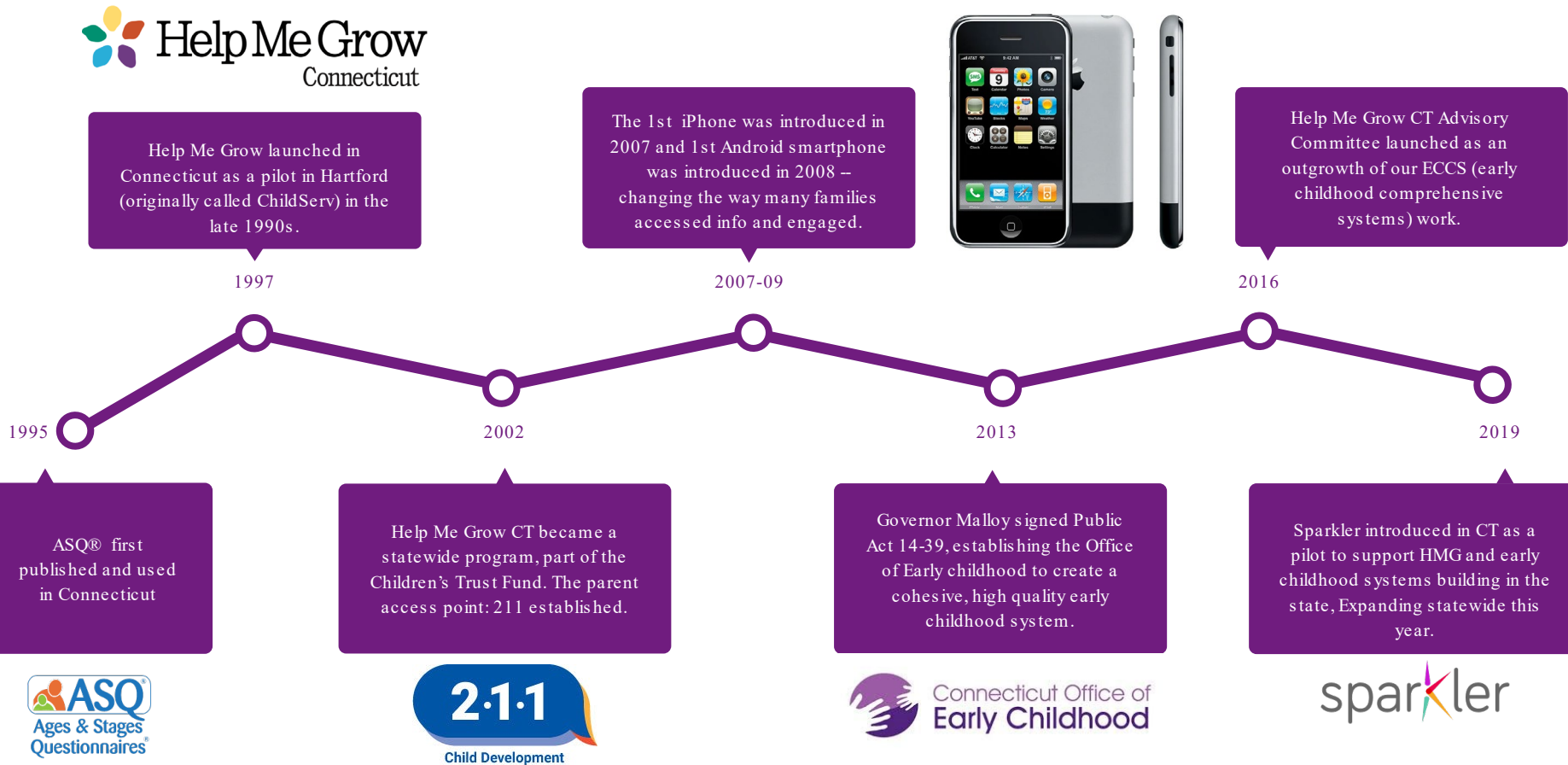
HELP ME GROW CT & SPARKLER

Developmental Monitoring & Screenings
for Families with Young Children

January 4, 2024



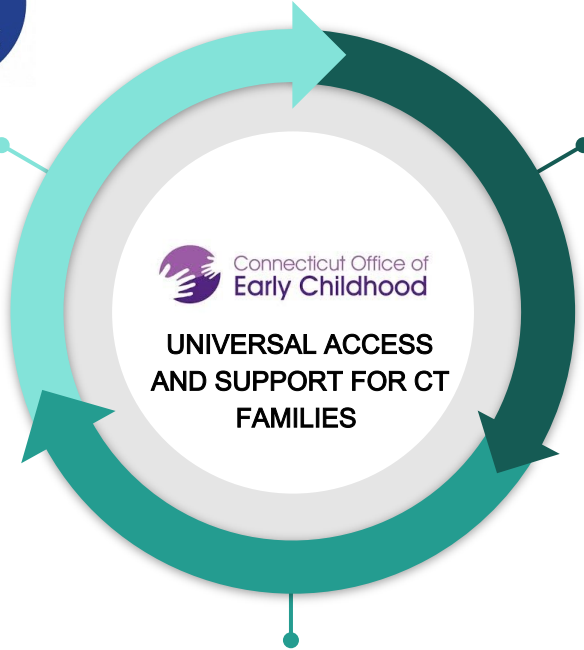
Screening in CT: A Long History



Unique Model of Support, Increasing Equity & Access



Evaluation, Support, and Intervention if needed



- Developmental Screening
- Play and engagement
- Tips for parents
- Connection to answers/helpers



CT families with children birth - age 5

Today, because of the innovative partnership with 211 Child Development and Help Me Grow CT, as well as local programs across the state, ALL families with young children in the state can use Sparkler to tap into a network of local supports and services.

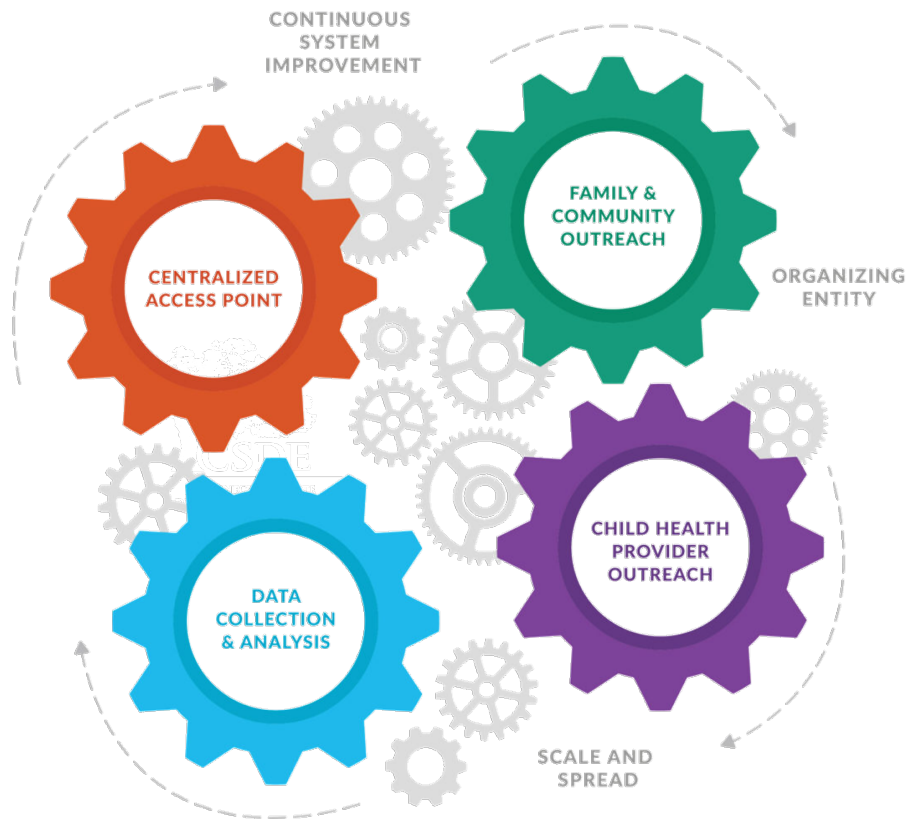


Access to people/programs who can answer questions and connect families to needed support and answers.

What is Help Me Grow?

Help Me Grow is a system model that utilizes and builds on existing resources in order to develop and enhance a comprehensive approach to early childhood system-building.

There are four core components that characterize the Help Me Grow model.



Purpose of Help Me Grow



designed to increase awareness of the need for universal approach by promoting developmental monitoring and screenings of children who may face challenges and link them to local supports and services.



ASQ3 Ages & Stages Questionnaires®
11 months 0 days through 12 months 30 days
12 Month Questionnaire

Please provide the following information. Use black or blue ink only and print legibly when completing this form.

Date ASQ completed: _____

Baby's information

Baby's first name: _____ Middle initial: _____ Baby's last name: _____
Baby's date of birth: _____ If baby was born 3 or more weeks prematurely, # of weeks premature: _____ Baby's gender: Male Female

Person filling out questionnaire

First name: _____ Middle initial: _____ Last name: _____
Street address: _____ Relationship to baby: Parent Grandparent or other relative Guardian Foster parent Teacher Child care provider
City: _____ State/Province: _____ ZIP/Postal code: _____
Country: _____ Home telephone number: _____ Other telephone number: _____
E-mail address: _____

Names of people assisting in questionnaire completion: _____

Program Information

Baby ID #: _____ Age at administration in months and days: _____
Program ID #: _____ If premature, adjusted age in months and days: _____
Program name: _____

PI01120100

Ages & Stages Questionnaires®, Third Edition (ASQ-3™), Squires & Bricker
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Help Me Grow in CT

Help Me Grow in Connecticut connects providers and families to community-based resources.

The centralized access point has been identified as 211 Child Development.

- Gateway to help and referrals for parents, pregnant women, providers and pediatric professionals



Accessing 211 Child Development

Our care coordinators speak with families who have questions or concerns and provide:

- education and support to families around specific developmental or behavioral concerns or questions
- help families recognize typical developmental milestones
- provide referrals to community-based supports
- empower families overcome barriers to services
- follow up with them to make sure linkages are successful.



Families and providers can call our direct line at 1-800-505-7000. Our care coordinators are available Monday through Friday from 8am-6pm, except holidays.

Referrals can also be faxed to 860-571-6853 or made on-line here:

<https://cdi.211ct.org/cdireferralform/>

Connecticut 211 Child Development

Supporting children's healthy growth and development, starting from pregnancy

800-505-7000
cdi.211ct.org

GATEWAY FOR HELP: For Pregnant Women, Children and their Families and Providers



Help Me Grow:

For families with questions about their child's development or behavior

- Free developmental screening program to monitor a child's development from birth to age 5, via Sparkler, online or mailed questionnaire (ASQ). Access on-line at cdi.211ct.org/program/ages-and-stages/
- Information about children's typical development and behavior
- Connections to community-based programs and services
- Connects community providers with networking and training opportunities



In-Home Family Support Services:

For pregnant women and families of young children who could benefit from in-home support services that promote positive parenting and healthy development

- Pregnancy related information
- Linkages to health care, childbirth education, nutritional supports and other basic needs
- Intensive support for parenting and healthy child development
- Connections to in-home programs and other community services



Connecticut Birth to Three System:

For families of infants and toddlers with significant developmental delays or disabilities

- Developmental evaluation provided at no cost for children suspected of having a delay
- If the child meets the criteria for delay:
 - Family provided an individualized plan of services and supports
 - Supporting families in helping their child develop and learn through everyday activities/routines
 - Coordination of supports and referrals to community resources



Early Childhood Special Education:

For children who need special education services

- Information on how to make a referral or connect to local school district
- Developmental evaluation provided by the school district staff if there are concerns
- Eligibility based upon an evaluation
- If eligible, special education and related services are identified on an individualized educational program (IEP)



Children and Youth with Special Health Care Needs:

For children and youth with chronic physical, developmental, behavioral, or emotional conditions who require more health and related services than other children the same age

- Service needs assessment
- Family Caregiver Support
- Respite Planning
- Links to Medical Home Initiative
- Referrals to community-based resources
- Transition Planning
- Regional Community Care Coordinators meetings



Other Services and Resources

- Pregnancy support
 - Health care, childbirth education and nutritional supports
 - Breastfeeding support programs
 - Diaper bank
 - Home visiting programs
- Community-based resources
 - Family Resource Centers
 - Recreational activities
 - Youth Enrichment programs
 - Parenting education
- Advocacy
 - Parent support groups
 - Family Support Network
 - CT Parent Advocacy Center
- Early Childhood Special Education
 - Link to local public school district
- Children and Youth with Special Health Care Needs
 - Medical Home Initiative
 - Case/care coordination
 - Respite
 - Transitional planning
- Mental Health
 - Early Childhood Consultation Partnership
 - Child Guidance
 - Mid Level Developmental Assessment
 - Therapy
- Basic Needs
 - Food Stamps, SNAP, WIC
 - Childcare
 - Transportation
 - Housing

Help Me Grow CT Advisory



The Advisory Committee is cosponsored by CT's Office of Early Childhood (OEC) and United Way of CT's 211 Child Development. Our focus is to coordinate and integrate early childhood efforts in the state and to ensure that families with young children at risk for negative outcomes have access to information, support and resources. The framework for our goals is to support and advocate for policy that ensures that there is adequate awareness about and access to services directed toward prevention, early identification and the promotion of healthy development throughout childhood.

We meet on monthly basis (except for the summer months)

Three Ways to Access Screening

Families can get free access to developmental screening with the Ages and Stages Questionnaires®—both ASQ-3 and ASQ:SE2. Families can sign up [here](#).

Traditional Paper

Please Bring Completed Questionnaire to Your Child's Upcoming Well Visit. Thank You.



The image shows a traditional paper questionnaire for ASQ-3. It includes a header with the ASQ logo and the text 'ASQ-3 Ages & Stages Questionnaires' and '30 Month Questionnaire'. There is a small illustration of a child and a parent. The form contains various fields for personal information, including name, address, phone number, and email. It also has a section for 'Please Bring Completed Questionnaire to Your Child's Upcoming Well Visit. Thank You.' and a footer with the text 'ASQ-3 Ages & Stages Questionnaires Form developed by Paul T. Porges and David R. Beeghly, MD. © 2007 Pearson Education, Inc. All rights reserved.'

ASQ Online (via 211 Child Development)



Sparkler (mobile app)





Sparkler Overview:

Since October 2021, OEC has made Sparkler available statewide in CT to all families with children 0-5 and to all providers serving children in that age range.

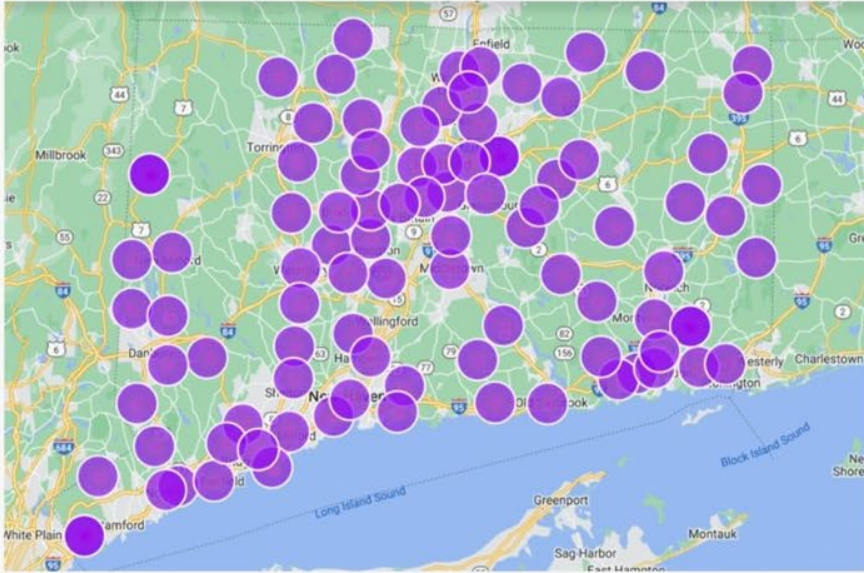


Connecticut Office
of Early Childhood

sparkler

Supporting Communities Across CT:

All OEC Home Visiting agencies and local schools, daycares, FRCs, health-care providers, and community organizations in almost 100 towns across the State now have their own Sparkler codes that they are sharing with families to engage with them via Sparkler. If a family isn't connected with a local program, they can access support through Sparkler from 211 Child Development Care Coordinators.





Sparkler's mobile app for families is in English, Spanish, and Chinese. When families sign up with a local access code or "CT" they get:

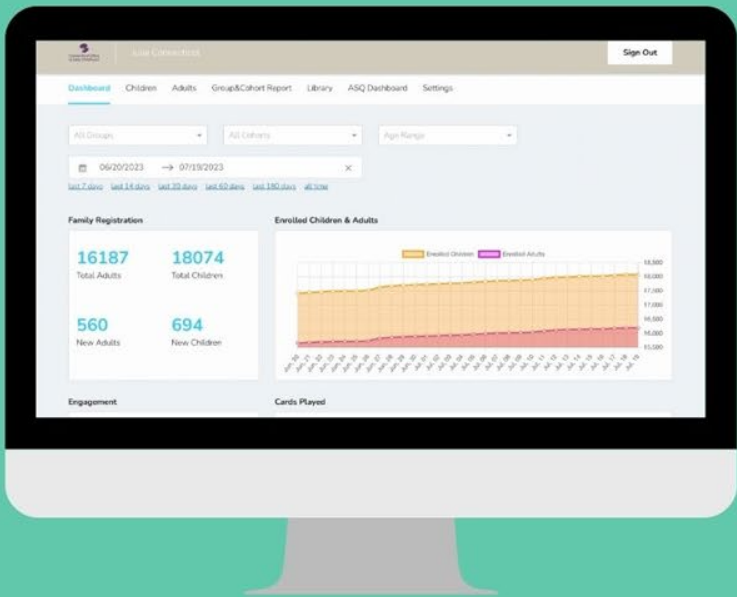


- Access to developmental screening (ASQ-3 & ASQ:SE)
- 1000s of off-screen activities parents/caregivers and children can play together to promote learning.
- A library of tips for parents
- Connection: 2-way messaging



sparkler

Sparkler for providers is a dashboard, which enables educators, health-care providers, home visitors, etc. to:



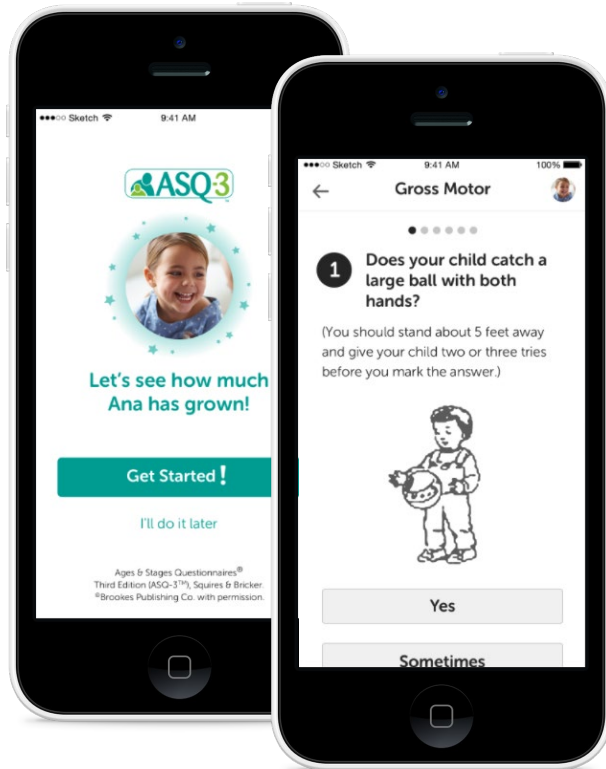
- Track and monitor families
- Complete ASQs and follow-up reports
- Download & share reports
- Engage families using messaging

How to Help Families Sign Up for Sparkler



In the first screen, type in **CT** or your provider's access code.

How ASQ Works in Sparkler for Families



Families can visit **KNOW** to find the mobile Ages and Stages Questionnaires®—both ASQ-3 and ASQ:SE2.

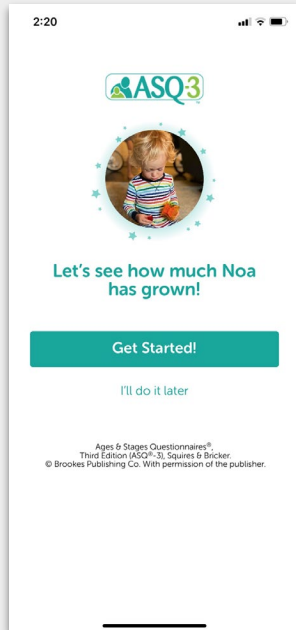
ASQ helps educators, doctors, and families understand children's strengths, set goals, and access support.

Ages & Stages Questionnaires® and ASQ® are registered trademarks of Paul H. Brookes Publishing Co., Inc.

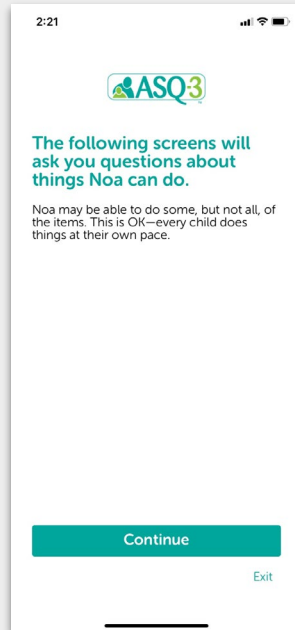
Sparkler's Developmental Screening Functionality

Sparkler provides developmental screening (the ASQ3 and ASQ:SE2) to families via smartphone or tablet. The following show screenshots from the live app.

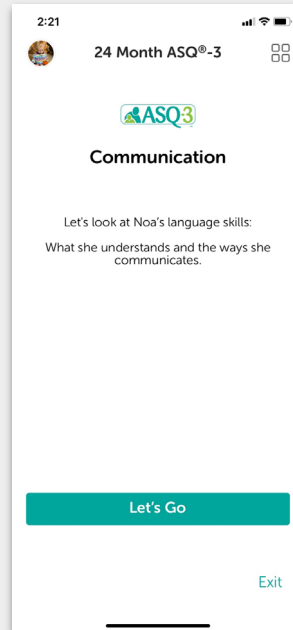
Welcome Screen



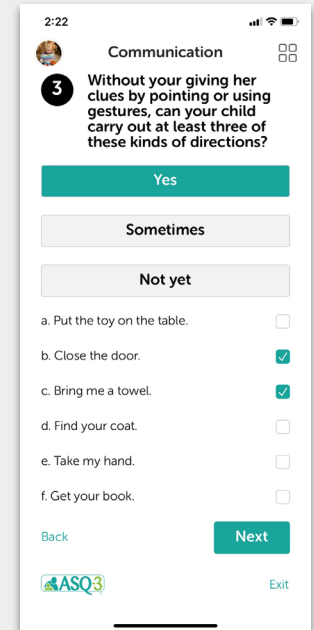
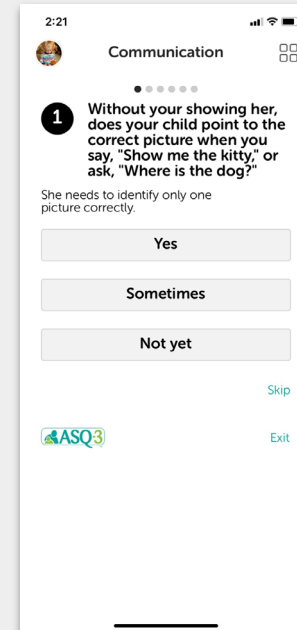
What to Expect



Section Intro

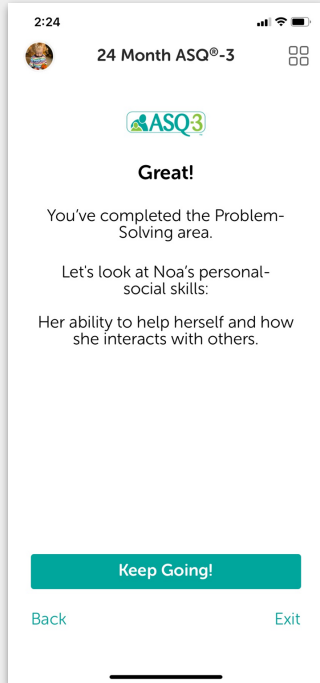


Different types of multiple choice and free response questions

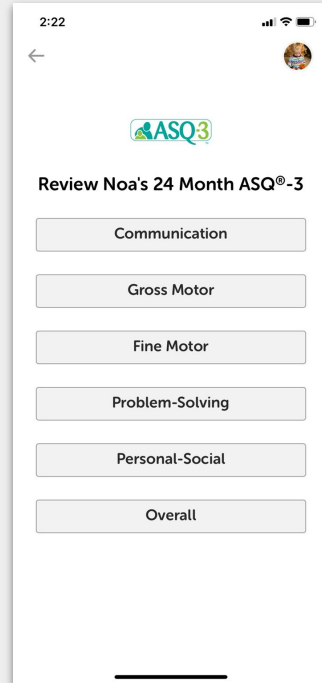


Mobile ASQ-3, Continued

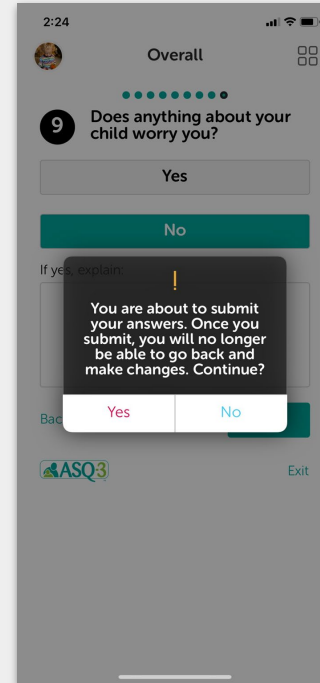
Congrats screen
at end of each
section



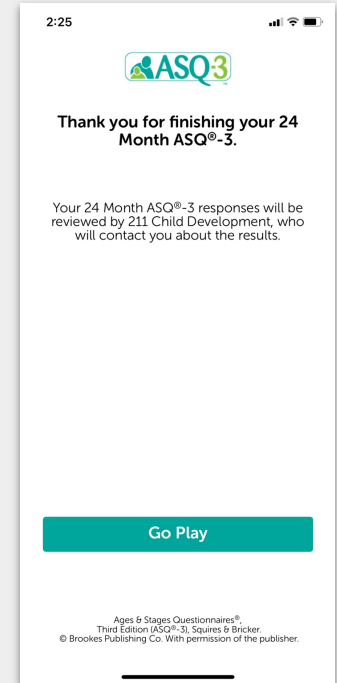
Ability to navigate
around the
sections



At the end, user
agrees to finish
and submit

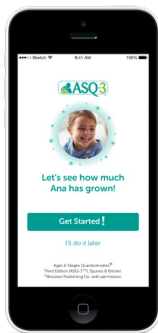


Thank you at the end
and link to
play/learning activities

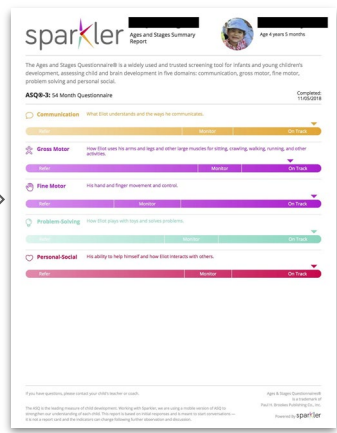


Follow Up Process

1. Family submits ASQ



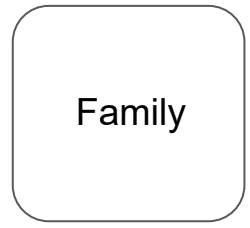
2. Scores are calculated and data is entered into ASQ Online



3. 211 Child Development see completed ASQ



4. 211 Child Development reaches out to family to share and discuss screening results. If a referral might be appropriate, they discuss follow-up options.




5. Family accesses support OR keeps playing/learning together using Sparkler




ASQ Reports

Scores/Visualization of Results



Sparkler Demo
Ages and Stages Summary Report



Noa L
Age 1 year 11 months

The Ages and Stages Questionnaire® is a widely used and trusted screening tool for infants and young children's development, assessing child and brain development in five domains: communication, gross motor, fine motor, problem solving and personal social.

ASQ®-3: 24 Month Questionnaire Completed: 02/17/2021

Communication What Noa understands and the ways she communicates.

Refer	Monitor	On Track
-------	---------	----------

Gross Motor How Noa uses her arms and legs and other large muscles for sitting, crawling, walking, running, and other activities.

Refer	Monitor	On Track
-------	---------	----------

Fine Motor Her hand and finger movement and control.

Refer	Monitor	On Track
-------	---------	----------


Problem-Solving How Noa plays with toys and solves problems.

Refer	Monitor	On Track
-------	---------	----------


Personal-Social Her ability to help herself and how Noa interacts with others.

Refer	Monitor	On Track
-------	---------	----------


If you have questions, please contact your child's teacher or coach. Ages & Stages Questionnaire® is a trademark of Paul H. Brookes Publishing Co., Inc.

The ASQ is the leading measure of child development. Working with Sparkler, we are using a mobile version of ASQ to strengthen our understanding of each child. This report is based on initial responses and is meant to start conversations — it is not a report card and the indicators can change following further observation and discussion. Powered by 

Suggested Activities (adapted from ASQ intervention activities) and ASQ Upcoming Milestones



Sparkler Demo
Ages and Stages Summary Report



Noa L
Age 1 year 11 months

Suggested Activities:
Small moments are important in Noa's development. When parents or other caring adults interact with Noa in a warm and responsive way, her heart, mind, and body grow.

Communication

Rhymes and songs with actions are popular at this age. "Itsy-Bitsy Spider," "I'm a Little Teapot," and "Where is Thumbkin" are usual favorites. Make up your own using Noa's name in the song.

Gross Motor

Make Noa an outdoor "paint" set by using a large wide paint brush and a bowl or bucket of water. Noa will have fun "painting" the side of the house, a fence, or the front porch.

Fine Motor

Cut a rectangular hole in the top of a shoebox. Let Noa insert an old deck of playing cards or used envelopes. The box is easy storage for Noa's "mail."

Problem-Solving

Clean plastic containers with push or screw-on lids are great places to "hide" a favorite object or treat. Toddlers will practice pulling and twisting them to solve the "problem" of getting the object. Watch to see if Noa asks you to help.


Personal-Social

Stay nearby to help Noa learn about taking turns during play with friends. It is early to know how to share. Talking about turns will help her learn.


Upcoming Milestones:
With your support and encouragement, your child will begin to make progress toward the following milestones over the next 6 months:

- 📖 **When looking at a picture book, does your child tell you what is happening or what action is taking place in the picture? You may ask, "What is the dog (or boy) doing?"**
- 🧘 **Does your child stand on one foot for about 1 second without holding onto anything?**
- 📖 **Does your child turn pages in a book, one page at a time?**
- 👁️ **After your child draws a "picture," even a simple scribble, does she tell you what she drew?**
- ❤️ **When your child is looking in a mirror and you ask, "Who is in the mirror?" does she say either "me" or her own name?**


If you have questions, please contact your child's teacher or coach. Ages & Stages Questionnaire® is a trademark of Paul H. Brookes Publishing Co., Inc.

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Question by Question Readout



Sparkler Demo
Ages and Stages Summary Report



Noa L
Age 1 year 11 months

Communication

Without your showing her, does your child point to the correct picture when you say, "Show me the kitty," or ask, "Where is the dog?" Yes
She needs to identify only one picture correctly.

Does your child imitate a two-word sentence? Yes
For example, when you say a two-word phrase, such as "Mama eat," "Daddy play," "Go home," or "What's this?" does your child say both words back to you? (Mark "yes" even if her words are difficult to understand.)

Without your giving her clues by pointing or using gestures, can your child carry out at least three of these kinds of directions? Yes
Parent's: Close the door. c. Bring me a towel.

If you point to a picture of a ball (kitty, cup, hat, etc.) and ask your child, "What is this?" does your child correctly name at least one picture? Yes

Does your child say two or three words that represent different ideas together, such as "See dog," "Mommy come home," or "Kitty gone"? Yes
Don't count word combinations that express one idea, such as "bye-bye," "all gone," "all right," and "What's that?"

Does your child correctly use at least two words like "me," "I," "mine," and "you"? Yes

Gross Motor

Does your child walk down stairs if you hold onto one of her hands? She may also hold onto the railing or wall. You can look for this at a store, on a playground, or at home. Yes

When you show your child how to kick a large ball, does she try to kick the ball by moving her leg forward or by walking into it? Yes
If your child already kicks a ball, mark "yes" for this item.

Does your child walk either up or down at least two steps by herself? She may hold onto the railing or wall. Yes

Does your child run fairly well, stopping herself without bumping into things or falling? Yes

Does your child jump with both feet leaving the floor at the same time? Yes

Without holding onto anything for support, does your child kick a ball by swinging her leg forward? Yes

Fine Motor


Does your child get a spoon into her mouth right side up so that the food usually doesn't spill? Yes

Does your child turn the pages of a book by herself? She may turn more than one page at a time. Yes

Does your child use a turning motion with her hand while trying to turn doorknobs, wind up toys, twist tops, or screw lids on and off jars? Yes

Does your child flip switches off and on? Sometimes

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Engaging in Play



Noa L
Age 1 year 11 months

Suggested Activities:

Small moments are important in Noa's development. When parents or other caring adults interact with Noa in a warm and responsive way, her heart, mind, and body grow.

Rhymes and songs with actions are popular at this age. "Itsy Bitsy Spider," "In a Little Tumbler," and "Where Is Thumbkin?" are usual favorites. Make up your own using Noa's name in the song.

Communication

Make Noa an outdoor "paint" set by using a large wide paint brush and a bowl or bucket of water. Noa will have fun "painting" the side of the house, a fence, or the front porch.

Gross Motor

Cut a rectangular hole in the top of a shoebox. Let Noa insert an old deck of playing cards or card envelopes. The box is easy storage for Noa's "mail."

Fine Motor

Clean plastic containers with push or screw-on lids are great places to "hide" a favorite object or treat. Toddlers will practice pulling and twisting them to solve the "problem" of getting the object. Watch to see if Noa asks you to help.

Problem-Solving

Stay nearby to help Noa learn about taking turns during play with friends. It is easy to know how to share. Talking about turns will help her learn.

Personal-Social

Upcoming Milestones:

With your support and encouragement, your child will be the next 6 months:

When looking at a picture book, does your child tell you a picture? You may ask, "What is the dog (or boy) doing?"

Does your child stand on one foot for about 1 second?

Does your child turn pages in a book, one page at a time?

After your child draws a "picture," even a simple scribble, do you ask, "What is that?"

When your child is looking in a mirror and you ask, "What name?"

If you have questions, please contact your child's teacher or coach.

The ASQ is the leading measure of child development. Working with Sparkler, we strengthen our understanding of each child. This report is based on initial report conversations — it is not a report card and the indicators can change following:

Social Emotional Activities for Babies 12 Months Old			ASQ:SE-2
Keep a hot ice cube for water by changing, squeezing, and pinching. Ask to your baby about the ice cube and when it has melted. This will help her feel secure.	Let your baby look in every day from (read) you, her hair and face especially to all parts to notice up in the morning and when he goes to sleep at night.	Play on the floor with your baby every day. Crawl around and try to get up and play on her back. You will easily enjoy being up to herself.	Play simple games with your baby such as Peek-a-Boo, Peekaboo, and Hide and Seek, or other non-competitive laugh and have fun together!
Your baby can "help" you while you are making dinner. Place a dinner or restaurant that is full of table-top items, such as knives, big spoons, or big spoons, that he can touch.	If you provide simple games with your baby, but make sure to stop when she lets you know she has had enough. Watch her carefully and you will know.	Encourage your baby to hold things like blocks while he looks at and does. Clap and praise him when he "displays" by himself.	Play name games with your baby, such as "What is this?"
Go on a walk to a park or a place with an old-fashioned car. Let your baby watch there as it is a little like a car.	Play with child-safe mirrors with your baby. Make sure you are looking at the reflection.	Take your baby around the world or play a little rough and tumble play for a while as you play when he has had enough.	Read together with your baby. Before reading or just read and give him the book together. Let your baby choose if a book and enjoy it!
Let your baby have as many different as possible about her body, such as legs, arms, and hands. She will enjoy feeling different.	Write a friend over who has a baby or young child. Make sure you have enough space for both children. It is a little early for them to know about playing.	Set up the floor with your baby and roll a ball back and forth. Clap your hands when your baby gets the ball or "bounces" the ball with her hands.	When you are dressing or dressing your baby, talk about her body parts and show her your body parts. Say "There is Daddy's nose. Here is Daddy's nose."

We are so excited to see your baby's growth and development!

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“Play is essential to development because it contributes to the cognitive, physical, social, and emotional well-being of children and youth. Play also offers an ideal opportunity for parents to engage fully with their children.”

Kenneth R. Ginsburg (AAP, January 2007)

Families have access to free play ideas and activities that allow them to engage with their child - off screen and with minimal materials needed - through the ASQ/Sparkler.

Materials for Parents

Through 211 Child Development and Sparkler, families can access information on children's development, learning, and behavior. Materials include:



Learn the Signs. Act Early.
Summaries of the milestones from the CDC.



The Basics

Fun, simple, powerful ways to help children 0-3 grow, created by Dr. Ron Ferguson.

Pyramid

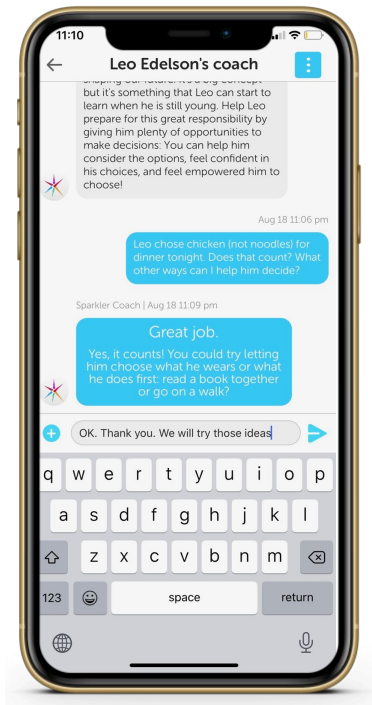
Parent-friendly adaptations of Pyramid behavioral lessons on “Coping with Biting, Pushing, and Tantrums,” “Routines & Schedules,” and more.



Developmental Skills

Skills that are summarized to help parents learn: What is it? What can I do to support my child in this area? What is a simple goal that will help me start? Often links to additional info.

Two-way Coaching and Advice to Connect with Families



Sparkler messages can engage families.

- Parents get nudges about activities, screenings, and important reminders
- Parents can get answers from 211 Child Development care coordinators or their programs/providers
- Members of a child's team (e.g., mom and grandma) can send notes to each other via Sparkler



THANK YOU!

Get more information at
<https://playsparkler.org/connecticut> or cdi.211CT.org

Please reach out with questions:

- Luz Rivera, luz.rivera@ct.gov
- Bethanne Vergean, vergean@uchc.edu