December 6, 2006

ALL COUNTY LETTER NO: 06-54

TO: ALL COUNTY WELFARE DIRECTORS
    ALL CHIEF PROBATION OFFICERS

SUBJECT: POLICY AND PROCEDURES TO REFER YOUNG CHILDREN UNDER THE AGE OF THREE WITH A SUBSTANTIATED CASE OF CHILD ABUSE OR NEGLECT TO THE EARLY START PROGRAM

REFERENCE: KEEPING CHILDREN AND FAMILIES SAFE ACT OF 2003 (Public Law 108-36)

The purpose of this All County Letter (ACL) is to inform County Welfare Departments of an amendment to the federal Child Abuse Prevention and Treatment Act (CAPTA). Originally enacted in 1974, Public Law 93-247 (P.L.), CAPTA has been amended several times. Most recently it was amended and reauthorized on June 25, 2003 by the Keeping Children and Families Safe Act of 2003 (P.L. 108-36).

The Keeping Children and Families Safe Act of 2003 (P.L. 108-36) emphasizes enhanced linkages between child protective services, public health, mental health, and developmental disabilities agencies. The CAPTA provides federal funding to states in support of prevention, assessment, investigation, prosecution, and treatment activities. Additionally, CAPTA also sets forth a minimum definition of child abuse and neglect. Although several amendments were recently made to the CAPTA, this notice addresses the requirement that child protective services refer children “under the age of 3 who” are “involved in a substantiated case of child abuse or neglect to early intervention services funded under Part C of the Individuals with Disabilities Education Act…” 42 U.S.C. 5106a (b)(2)(A)(xxi). The new amendment does not change eligibility, as children referred must still meet the eligibility criteria. The CAPTA requires that the state assure that there are provisions and procedures in place to refer children.

In California, the federal funding for Part C for early intervention services is provided to the Department of Developmental Services (DDS), which is the lead agency responsible for California’s Early Start Program. The Early Start Program uses a multidisciplinary with disabilities, or who are high risk for developmental delays. The DDS funds the Early Start service coordination activities by contracting with local education agencies and the
Regional Centers, of which there are 21 statewide. Early intervention services are individually determined for each eligible infant or toddler and are provided, purchased or arranged by a regional center or local education agency. Local education agencies are primarily responsible for infants and toddlers with solely low incidence disabilities (vision, hearing and severe orthopedic impairments, including any combination of these low incidence disabilities). Regional centers are responsible for all other children eligible for Early Start.

State level data indicates that there are approximately 22,000 children in the child welfare system under the age of three. For the past two fiscal years, 13.4 percent of the Early Start population served by DDS was in the Child Welfare system.

Suggested Strategies for Policy Implementation

The California Department of Social Services (CDSS) believes that a local coordinated process should identify multiple pathways to provide early intervention services and not be solely dependent on Early Start services. Listed below are several strategies taken from resources with existing programs and/or experiences with the implementation of the CAPTA amendment. The strategies include, but are not limited to the following:

1. Develop a Memorandum of Understanding or Interagency Agreement between “child serving” agencies outlining procedures, roles, and responsibilities for screening, evaluation, and referral for early intervention services for children under the age of 3.

2. Identify the multiple pathways, in addition to Early Start, for “child serving” agencies and providers to collaborate and assure that children receiving child welfare services and under the age of 3 are:
   a) Screened for developmental status as part of a routine health assessment, at detention or upon change of placement;
   b) Referred for developmental evaluation and assessment if screening indicates the need for referral;
   c) Benefiting from interagency collaboration in the development and implementation of the Individualized Family Service Plan (IFSP). (The IFSP is developed by the Early Start Service Coordinator along with the child’s caregiver and/or parent and other appropriate team members.)

3. Standardize a referral form or packet, including a completed developmental screening tool that is appropriate and efficient. The packet will assist with the determination of the need for further assessment services coordinated by the Early Start.
4. Identify developmental screening tools that are practical and effective for use by caregivers and social workers.

5. Provide cross-training opportunities and educational materials that will increase the caregivers and social worker knowledge about the developmental needs of young children receiving child welfare services.

Statewide initiatives and local programs designed to improve outcomes for children and families can be examined as other pathways for integrating screening for young children who are at high risk for disabilities and developmental delays. Such initiatives include, but are not limited to:

- First Five Special Needs Demonstration Projects
- CalWORKS Linkages
- Early Headstart
- Early Childhood and Education Initiatives
- Infant Mental Health Initiative and the Child Welfare Systems Improvement Pilot

The following materials and information are enclosed: a matrix that lists widely known developmental screening and assessment tools used for young children; DDS Reasons for Concern brochure which can be downloaded from www.dds.ca.gov/EarlyStart/PDF/ReasonsforConcern_English.pdf; the California Institute of Mental Health’s Screening Tool which can be downloaded at www.cimh.org/downloads/ScreeningTool0-5.pdf.

In the near future, CDSS will disseminate other information and training opportunities related to improving outcomes for young children. If you have any questions or comments, please contact me at (916) 657-2614, or Cheryl Treadwell, Manager of the Integrated Services Unit, Resources Development and Training Support Bureau at (916) 651-6600, or email cheryl.treadwell@dss.ca.gov.

Sincerely,

Original Document Signed By:

MARY L. AULT
Deputy Director
Children and Family Services Division

Enclosures
## Retaining Information from Parents

### Developmental Screens

<table>
<thead>
<tr>
<th>Domain (6-8 months of age)</th>
<th>Time Frame</th>
<th>Description</th>
<th>Age (years)</th>
<th>Source</th>
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<td>Fine Motor Skills</td>
<td>0-24 months</td>
<td>Fine Motor and Language Developmental Screen</td>
<td>0-24 months</td>
<td>Centers for Disease Control and Prevention (CDC)</td>
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<td>0-24 months</td>
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<td>0-24 months</td>
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<td>Cognitive Development</td>
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<td>Cognitive Developmental Screen</td>
<td>0-24 months</td>
<td>CDC</td>
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<tr>
<td>Social/Emotional</td>
<td>0-24 months</td>
<td>Social/Emotional Developmental Screen</td>
<td>0-24 months</td>
<td>CDC</td>
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</table>

### From Parents

1. Parents are encouraged to discuss their child’s development with their child’s pediatrician.
2. Parents are encouraged to use the Developmental Screens to identify any areas of concern.
3. Parents are encouraged to consult with their child’s pediatrician if they have any concerns about their child’s development.

### Accuracy

- 90% accuracy of Fine Motor Screen
- 90% accuracy of Gross Motor Screen
- 90% accuracy of Communication Screen
- 90% accuracy of Cognitive Screen
- 90% accuracy of Social/Emotional Screen
- 90% accuracy of Developmental Screen

### Scoring

- Fine Motor: Scores range from 0 to 6
- Gross Motor: Scores range from 0 to 6
- Communication: Scores range from 0 to 6
- Cognitive: Scores range from 0 to 6
- Social/Emotional: Scores range from 0 to 6
- Developmental: Scores range from 0 to 6

### From Parents

- Parents are encouraged to use the Developmental Screens to identify any areas of concern.
- Parents are encouraged to consult with their child’s pediatrician if they have any concerns about their child’s development.

### Compensatory Measures

- For children with disabilities, compensatory measures are recommended to support their educational and social needs.
- Parents are encouraged to work with their child’s pediatrician to develop an individualized education plan (IEP).
- Parents are encouraged to participate in parent-teacher conferences to discuss their child’s progress.

### References

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**Behavioral/Emotion Screener Relating to Information from Parents**

- **Assessment (RTI)**
  - **Behavioral/Emotional Screener (PBIS)**
    - **Problem Identification**
      - **Identifying Problem Behaviors**
        - **Initial Assessment**
          - **In-Class Observation**
            - **Baseline**
              - **Frequency**
                - **Duration**
                  - **Severity**

- **Procedural Assessment (PBIS)**
  - **Problem Identification**
    - **Identifying Problem Behaviors**
      - **Initial Assessment**
        - **In-Class Observation**
          - **Baseline**
            - **Frequency**
              - **Duration**
                - **Severity**
## Academic Screens

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### Scores

- **General Knowledge Score**: 78%
- **Reading Comprehension**: 84%
- **Mathematics**: 82%
- **Science**: 79%

### Performance

- **Reading Comprehension**: 82%
- **Mathematics**: 80%
- **Science**: 79%

### Family Screen

### Developmental Screens

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<td>Wealth</td>
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### Scores

- **General Knowledge Score**: 77%
- **Reading Comprehension**: 83%
- **Mathematics**: 81%
- **Science**: 79%

### Performance

- **Reading Comprehension**: 80%
- **Mathematics**: 79%
- **Science**: 78%

### Family Screen

### Performance

- **Reading Comprehension**: 80%
- **Mathematics**: 79%
- **Science**: 78%

### Developmental Screens

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<tr>
<td>Wealth</td>
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### Scores

- **General Knowledge Score**: 79%
- **Reading Comprehension**: 82%
- **Mathematics**: 80%
- **Science**: 78%

### Performance

- **Reading Comprehension**: 81%
- **Mathematics**: 79%
- **Science**: 78%

### Family Screen

### Performance

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- **Mathematics**: 79%
- **Science**: 78%

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### Scores

- **General Knowledge Score**: 79%
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- **Mathematics**: 80%
- **Science**: 78%

### Performance

- **Reading Comprehension**: 81%
- **Mathematics**: 79%
- **Science**: 78%

### Family Screen

### Performance

- **Reading Comprehension**: 81%
- **Mathematics**: 79%
- **Science**: 78%

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### Scores

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- **Reading Comprehension**: 82%
- **Mathematics**: 80%
- **Science**: 78%

### Performance

- **Reading Comprehension**: 81%
- **Mathematics**: 79%
- **Science**: 78%

### Family Screen

### Performance

- **Reading Comprehension**: 81%
- **Mathematics**: 79%
- **Science**: 78%
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**Narrow-Band Screens for Autism & ADHD**

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