

Welcome to the DECA for Infants & Toddlers Webinar!

December 9, 2009



By Mary Mackrain, Consultant
Devereux Early Childhood Initiative



Objectives

- Learn about the Devereux Early Childhood Assessment Program for Infants and Toddlers
 - Child Assessments
 - Social and Emotional Environmental Tool (CARE checklist)
 - Adult Resilience Tools
- Learn about the benefits of using the DECA-I/T Program across various early childhood programs
- Questions and Answers

Why the Focus on Resilience?

- Infants and Toddlers face daily risk.
- Young children are being expelled from child care at 3 times the rate of children expelled from K-12, and 3-5 times for children of color (Gilliam, 2005).
- One in five children enters kindergarten with poor social development skills: it's difficult for them to join others in play; they don't have the ability to make and keep friends; and they do not positively interact with their peers (Raver and Knitzer 2002).

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Defining Resilience

- The ability to recover from or adjust to misfortune or change
- The ability to bounce back
- “Overcoming the Odds”



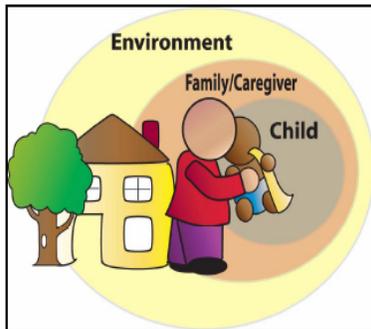
Resilience Theory: A Ray of Hope

- Emmy Werner – Hawaii- Study began in 1955
- Selected 500 plus children born at risk that year
- Further examined 30% of the children who were at high risk (with 4 or more significant risk factors)
 - 2/3 had significant negative life problems
 - but 1/3 did not! They had positive outcomes!
 - described as children who... “lived well, loved well, played well & expected well”
- What characterized these children?

Resilience Model



The DECA-I/T Program Supports Protective Factors Across the...



Defining the DECA for Infants and Toddlers

- The Devereux Early Childhood Assessment for Infants and Toddlers (DECA-I/T) is an instrument for **assessing** protective factors.
- The DECA-I/T also **screens** for potential risks to social and emotional development in very young children.

The Devereux Early Childhood Assessment for Infants and Toddlers

Designed to build 3 within-child protective factors...

- *Attachment/ Relationships*
- *Initiative*
- *Self-regulation*



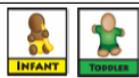
INITIATIVE: The infant or toddler's ability to use independent thought and action to meet his or her needs.



- Show concerns for other children
- Try to comfort others
- Play make-believe
- Try to clean up after herself/himself
- Show preference for a particular playmate
- React to another child's cry
- Ask to do new things
- Play with other children
- Participate in group activities
- Try to do things for herself/himself
- Follow simple directions



ATTACHMENT/RELATIONSHIPS: The mutual, strong, long-lasting relationship between an infant or toddler and significant adults such as parents, family members and teachers.



- Show affection for familiar adults
- Smile at familiar adults
- Act happy with familiar adult
- Show pleasure when interacting with adults
- Smile back at familiar adults
- Seek comfort from familiar adults
- Express a variety of emotions
- Reach for familiar adult
- Make needs known to a familiar adult
- Accept comfort from a familiar adult
- Act happy when praised
- Make eye contact with others
- Make others aware of her/his needs
- Show interest in her/his surroundings
- Respond to her/his name
- Respond to name when spoke to
- Enjoy being cuddled
- Enjoy interacting with others



SELF-REGULATION: Child's ability to actively control arousal and his or her response to it.



- Handle frustration well
- Accept another choice when the first choice was not available
- Adjust to changes in routine
- Calm herself/himself
- Easily follow a daily routine
- Have regular sleeping patterns
- Easily go from one activity to another



DECA-Infant : Record Form


**Devereux Early Childhood Assessment for Infants
Record Form
(1 month up to 18 months)**
 Mary Mackralla, Paul LeBuffe and Gregg Powell

Infant's Name _____ Gender _____ DOB _____ Age _____
 Person Completing this Form _____ Relationship to Infant _____ (in Months)
 Date of Rating _____ Site/Program _____ Room _____

This form describes a number of behaviors seen in some infants. Read the statements that follow the phrase: *During the past 4 weeks, how often did the infant...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

Item #	During the past 4 weeks, how often did the infant...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	try to do new things?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	respond when spoken to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	imitate actions of others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	enjoy interacting with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	keep trying when unsuccessful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	enjoy being cuddled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	show interest in what others were doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	show affection for a familiar adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	notice changes in surroundings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	seek comfort from familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	adjust her/his energy level to the type of play?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	act in a good mood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	act happy when praised?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DECA-Toddler : Record Form

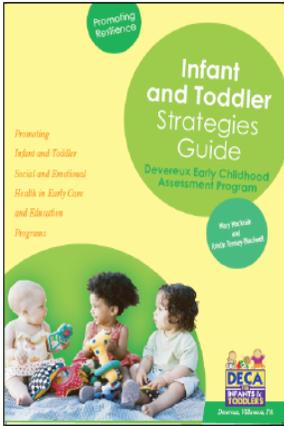

**Devereux Early Childhood Assessment for Toddlers
Record Form
(18 months up to 36 months)**
 Mary Mackralla, Paul LeBuffe and Gregg Powell

Toddler's Name _____ Gender _____ DOB _____ Age _____
 Person Completing this Form _____ Relationship to Toddler _____ (in Months)
 Date of Rating _____ Site/Program _____ Room _____

This form describes a number of behaviors seen in some toddlers. Read the statements that follow the phrase: *During the past 4 weeks, how often did the toddler...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

Item #	During the past 4 weeks, how often did the toddler...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	enjoy interacting with others?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	show affection for a familiar adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	adjust to changes in routine?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	seek comfort from familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	makes needs known to a familiar adult?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	act happy with familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	show interest in her/his surroundings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	respond when spoken to?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	show concern for other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	try to comfort others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	act happy when praised?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	participate in group activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	make eye contact with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DECA-I/T Strategies Guide



Devereux Early Childhood Assessment for Toddlers Record Form
(18 months up to 36 months)

Mary Mackenzie, Paul Lefebvre and Gregg Powell

Toddler's Name: Marcelo Garzon Gender: Male DOB: 7/10/04 Age: 30 months
 Person Completing this Form: Mrs. Kalia Relationship to Toddler: Teacher
 Date of Rating: 7/16/07 Site/Program: ABC childcare Room: Teddlers

Subscale (0-10)	Subscale (0-10)	Subscale (0-10)	Total Possible Score (0-100)
Attachment/Relationship (AR)	Language (L)	Self-Regulation (SR)	
29	28	7	73
50	75	27	152
Special	Special	Special	Special

Item # During the past 4 weeks, how often did the toddler...
 Yes No Often Frequently Never
 1 enjoy interacting with others? (0) (1) (2) (3) (4)
 2 show affection for a familiar adult? (0) (1) (2) (3) (4)
 3 adjust to changes in routine? (0) (1) (2) (3) (4)
 4 seek comfort from familiar adults? (0) (1) (2) (3) (4)
 5 makes needs known to a familiar adult? (0) (1) (2) (3) (4)
 6 get happy with familiar adults? (0) (1) (2) (3) (4)
 7 show interest in her/his surroundings? (0) (1) (2) (3) (4)
 8 respond when spoken to? (0) (1) (2) (3) (4)
 9 show concern for other children? (0) (1) (2) (3) (4)
 10 try to comfort others? (0) (1) (2) (3) (4)
 11 get happy when praised? (0) (1) (2) (3) (4)
 12 participate in group activities? (0) (1) (2) (3) (4)
 13 make eye contact with others? (0) (1) (2) (3) (4)
 14 enjoy being cuddled? (0) (1) (2) (3) (4)
 15 smile back at a familiar adult? (0) (1) (2) (3) (4)
 16 ask to do new things? (0) (1) (2) (3) (4)
 17 reach for a familiar adult? (0) (1) (2) (3) (4)
 18 respond to her/his name? (0) (1) (2) (3) (4)
 19 react to another child's cry? (0) (1) (2) (3) (4)
 20 smile at familiar adults? (0) (1) (2) (3) (4)
 21 easily go from one activity to another? (0) (1) (2) (3) (4)
 22 show pleasure when interacting with adults? (0) (1) (2) (3) (4)
 23 handle frustration well? (0) (1) (2) (3) (4)
 24 make others aware of her/his needs? (0) (1) (2) (3) (4)
 25 accept comfort from a familiar adult? (0) (1) (2) (3) (4)
 26 play make-believe? (0) (1) (2) (3) (4)
 27 follow simple directions? (0) (1) (2) (3) (4)
 28 show preference for a particular playmate? (0) (1) (2) (3) (4)
 29 try to clean up after herself/himself? (0) (1) (2) (3) (4)
 30 easily follow a daily routine? (0) (1) (2) (3) (4)
 31 play with other children? (0) (1) (2) (3) (4)
 32 try to do things for herself/himself? (0) (1) (2) (3) (4)
 33 calm herself/himself? (0) (1) (2) (3) (4)
 34 accept another choice when the first choice was not available? (0) (1) (2) (3) (4)
 35 have regular sleeping patterns? (0) (1) (2) (3) (4)
 36 express a variety of emotions (e.g. happy, sad, mad)? (0) (1) (2) (3) (4)

Scale Raw Score: 297/177

Targeted Strategies

Chapter 9, DECA-I/T Strategies Guide

9 Building Individual Children's Protective Factors

Strategies for Building Attachment and Relationships

Remember that both healthy attachment require after the first year of life for the child. Secure attachment is being recognized, heard and seen by the child and being responsive. The following strategies are specific to that attachment, depending on the child, and support the building of attachment and working relationships.

Strategies for Building Language

Language is a skill ability to use independent language or words to get their needs met. Encourage children who are using their early language consistently. To help and not hinder, always available when you are in the room. Encourage them to talk, respond to their words and use words to get their needs met. Encourage them to use words to get their needs met. Encourage them to use words to get their needs met. Encourage them to use words to get their needs met.

Chapters 4-7: Reference Guides

Reference Guide for Environment

In My Care Setting L...	Group Care	Home Visitation	A/R	IN	SR
1. Make sure there are enough adults to safely care for infants and toddlers.	79		X		X
2. Keep the room and materials clean and safe for infants and toddlers.	80	80	X	X	
3. Create a homelike environment to reflect all of the children's families.	81	81			
4. Provide materials children can explore with their senses (seeing, hearing, touching, tasting and smelling).	82	82	X	X	X
5. Have duplicates of favorite play items.	83	83	X	X	X
6. Have easy spaces where infants and toddlers can safely take a break from the group.	84	84	X	X	X
7. Provide individual spaces where infants and toddlers can share their special things.	85	85	X	X	X
8. Display toys within reach so infants and toddlers can see what is available and make choices.	86	86	X	X	X
9. Have comfortable places to sit with infants and toddlers for one-on-one time.	87	87	X	X	

Ex. Chapter 7, page 78
DECA-I/T Strategies Guide

3. Create a homelike environment to reflect all of the children's families.

Why is This Important?

Infants and toddlers feel a sense of security when they are able to see and play with items also found in their own home (A/R). Infants and toddlers often use homelike items in play to relate family experiences such as cooking (IN). Providing infants and toddlers with familiar items when they are introduced to new people, places, and activities helps them adjust to new settings (SR).

Tips for Infants

- 01.11 Provide infants with plastic or wooden spoons and containers so they can discover how to create different sounds using their hands, spoons, and each container. IN
- 01.12 Have infants touch and feel different fruits and vegetables such as apples, oranges, and potatoes. Talk together about what everyone sees and feels. IN
- 01.13 Provide a variety of items that infants can touch and compare such as clean sponges and stuffed animals. IN
- 01.14 Create and create different types of paper: for example, a paper grocery bag, window paper, and wrapping paper. Talk with infants about how the textures feel and how the materials sound. "Zoboo, a the wrapping paper smooth and shiny?" IN
- 01.15 Fill a cardboard box with colorful wads of material to dump out and put back in. IN
- 01.16 Create a lot of homelike items you need, and ask families to donate goods from home. A/R

Tips for Toddlers

- 02.11 Offer items that reflect family experiences, for example, clothing, cards, telephone, and table kitchen utensils. A/R, IN
- 02.12 Collect items with distinct colors and smells such as flowers, a banana, cat grass, or a lemon. Place the items in separate bags and play a smelling guessing game. IN
- 02.13 Gather and use items such as sponges, towels, cups, and bowls for playing with water. IN
- 02.14 Provide items of all sizes to encourage new ways to balance and build. Plastic measuring cups, plastic drinking glasses, empty cereal boxes, tins, and cardboard boxes are some items that can be stacked and put together. IN
- 02.15 Provide plastic measuring cups and spoons to play with in the bath with soapy water such as "in" and "out" by filling and pouring. IN
- 02.16 Encourage toddlers to make music, sing, and dance with spoons, pots, and pans. IN
- 02.17 Provide dupes and small boxes or baskets for toddlers to help reuse up used from the bed table or paper after an art activity. IN

Tell Me More...

Playing with homelike items gives infants and toddlers an opportunity to explore familiar items over and over. As these experiences are repeated and practiced, infants and toddlers are able to gain a better sense of control over themselves and their environment. Child care providers can also encourage children and families to go one step further by bringing items from home. These items can make integration of the home and care environments even more harmonious (Jandy 2002).

Chapter 7- Environment

Environment

How Does the Environment Support Protective Factors?

The degree of health in a community is a result of the environmental conditions that affect the physical and social environment. The physical environment includes the physical space where children play and live, and the social environment includes the relationships and interactions that support children's development. The physical and social environment can be either protective or risk factors for children's health and well-being.



Reference Guide for Environment

Key Care Setting	Home Care	Child Care	Tip: Home	Tip: Child Care	A/R	IN	SR
1. Make sure there are enough adults to safely care for infants and toddlers.	70		X		X		
2. Keep the most important items out of reach of infants and toddlers.	80	80	X	X			
3. Create a bond to assessment and what child is a child's teacher.	81	81	X	X			
4. Provide materials children can explore with their senses (tasting, smelling, touching, and seeing).	82	82	X	X			
5. Have appropriate toys and materials for the age and ability of the children.	83	83	X	X			
6. Have open space where infants and toddlers can explore and move freely.	84	84	X	X			
7. Provide natural spaces where infants and toddlers can explore and move freely.	85	85	X	X			
8. Display toys within reach so infants and toddlers can use with confidence and independence.	86	86	X	X			
9. Have children play with toys and toddlers in an open area.	87	87	X	X			

3. Create a homelike environment to reflect all of the children's families.

Why is This Important?
Infants and toddlers feel a sense of security when they are able to see and play with items also found in their own homes. (A/R) Infants and toddlers often use familiar items to create family experiences such as cooking. (SR) Providing infants and toddlers with familiar items when they are introduced to new people, places, and activities helps them adjust to new settings. (SR)

Tip: For Infants	Tip: For Toddlers
<p>111 Provide infants with plastic or wooden spoons and containers so they can practice how to move different foods using their hands, spoons, and small containers. IN</p> <p>112 Have infants touch and feel different fruits and vegetables such as apples, oranges, and potatoes. Talk together about what vegetables are and how. IN</p> <p>113 Provide a variety of items that infants can touch and compare such as clean sponges and rubber erasers. IN</p> <p>114 Create and provide different types of paper: for example, a paper grocery bag, notebook paper, and wrapping paper. Talk with infants about how the textures feel and how the materials sound. (SR) Use a few wrapped paper around and sleep? IN</p> <p>115 Fill a cardboard box with colorful materials to dump out and put back in. IN</p> <p>116 Create a list of household items you need and ask families to donate goods from home. A/R</p>	<p>111 Offer items that reflect family experiences, for example, clothing, clothes, blankets, hats, and other accessories. A/R, IN</p> <p>112 Collect items with different colors and smells such as flowers, a basket, cat grass, or a lemon. Place the items in various bags and play a matching game. IN</p> <p>113 Gather and use items such as sponges, towels, and bowls for playing with water. IN</p> <p>114 Provide items of all sizes to encourage new ways to hold and hold. Place measuring cups, plastic drinking glasses, empty metal tins, aluminum, and cardboard boxes in some items that can be stacked and put together. IN</p> <p>115 Provide plastic measuring cups and spoons to play with in the bath while exploring words such as "in" and "out" by filling and pouring. IN</p> <p>116 Encourage toddlers to make music, sing, and dance with spoons, sticks, and paper. IN</p> <p>117 Provide plastic measuring cups and spoons to play with in the bath while exploring words such as "in" and "out" by filling and pouring. IN</p> <p>118 Provide plastic measuring cups and spoons to play with in the bath while exploring words such as "in" and "out" by filling and pouring. IN</p>

Tell Me More...
Playing with household items gives infants and toddlers an opportunity to explore familiar items over and over. As these experiences are repeated and practiced, infants and toddlers are able to gain a better sense of control over themselves and their environment. Child care providers can also encourage children and families to step up further by bringing items from home. These items can make integration of the home and care environments even more harmonious (family 2002).

For Now and Forever

For Now and Forever

A Family Guide for Promoting the Social and Emotional Development of Infants and Toddlers

By Mary MacLennan, Bobbie Galoni and Karen Corcoran



Tips for Supporting Initiative

Connecting with Your Child's Caregivers: Let your child's caregiver know when you are working on a new skill help at home. For example, "Julia is really trying to feed herself with a spoon at home" or "Manny is showing an interest in toilet training and he wore his big boy underpants all weekend at home."

This information will help increase opportunities for you and your child's caregiver to work as a team. Working together will better be able to help your child grow and fully develop new skills to his fullest potential.

Activities and Experiences: Give your child lots of opportunities to explore and let her choose what is interesting and appropriate for her to play with. For example, you may find that your infant loves to play with plastic food containers and your toddler likes to walk around with an old purse, filling it and dumping it out over and over again. Infants need time to learn to do things for themselves, even if it takes a bit longer.

Learning to making good decisions is a skill that children will use for the rest of their lives. You can help by offering choices whenever you can, allowing her to practice this skill. Decision-making also gives your child a sense of control and independence, so she can learn to be in charge of herself.

Responsive Caregiving: Notice the things that make your child special and acknowledge his efforts and successes.

Children love to have the things they do recognized, especially when they have worked very hard on a special task. It helps them build self-esteem. Hearing positive feedback helps them develop a sense of determination and become motivated to try new things: "Michael, look at how high you are building that tower. You sure are working hard!"

Group Profile

Devereux Early Childhood Assessment for Infants and Toddlers: Group Care Profile

Teachers/Home visitors' Names: Ms. Kara Classroom/Group: Monday/Wednesday

NAME	ID	1 st DECA IT Administration Date:			2 nd DECA IT Administration Date:			3 rd DECA IT Administration Date:		
		A/R	IN	SR	A/R	IN	SR	A/R	IN	SR
Marcello	124									
Nam	132									
Yasmina	267									
James	178									
Karen	224									
Matthew	425									
Erica	918									
Seanna	538									
AHaron	483									
Joshua	142									
Total Number of Children in Classroom:										
Number of children with A/R scores of 40 or above:										
Number of children with IN scores of 41-59:										
Number of children with SR scores of 60 or above:										

SCALE LEGEND
A/R – Attachment/Relationships
IN – Initiative
SR – Self-Regulation

COLOR CODING LEGEND
RED – Protective Factor T-scores 40 and below and behavioral concerns 60 and above
GREEN – Protective Factor T-scores between 41-59 inclusive
BLUE – Protective Factor T-scores 60 and above

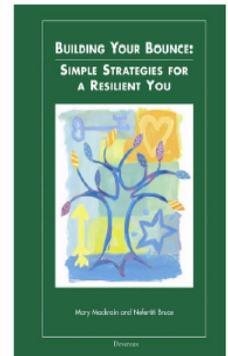
Adult Resilience



Devereux Adult Resilience

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Devereux Adult Resilience Survey
By Devereux

Items	Yes	Sometimes	No	Not
Relationships				
1. I have good friends who support me.				
2. I have a mentor or someone who shows me the way.				
3. I provide support to others.				
4. I am sympathetic to others.				
5. I have my close friends.				
Internal Beliefs				
1. My self-esteem is important.				
2. I have personal strengths.				
3. I am creative.				
4. I have strong beliefs.				
5. I am hopeful about the future.				
6. I am flexible.				
Initiative				
1. I communicate effectively with those around me.				
2. I try many different ways to solve a problem.				
3. I have a habit of staying fit.				
4. I seek out new knowledge.				
5. I am open to new ideas.				
6. I study often.				
7. I am able to say "No."				
8. I am not too help.				
Self-Control				
1. I express my emotions.				
2. I set limits for myself.				
3. I am flexible.				
4. I am able to spend time.				



DARS can be downloaded at www.devereuxearlychildhood.org

What is in a DECA-I/T Kit?

- 20 For Now and Forever Guides



- 1 Strategies Guide



- 1 Users Guide



What Is in a DECA-I/T Kit?

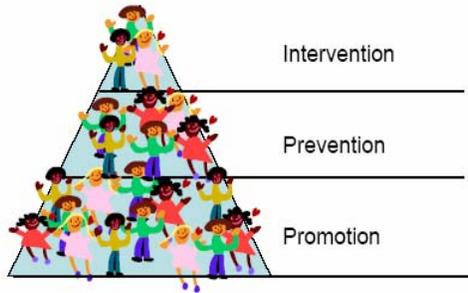
- 30 Toddler assessments, 20 Infant assessments and a master set of reproducible scoring profiles



- 3 Building Your Bounce Reflective Journals (to support Adult Resilience)



DECA-I/T within a System



45

Levels of Service

- Promotion** Services to strengthen caregiver skills and relationship with child
- » DECA-I/T Supports knowledge building of social-emotional milestones
- Prevention** Services for families and children with identified social risks, delays, special health needs, and disabilities
- » DECA-I/T Supports individualized planning, picking up on risk factors and building within-child protective factors
- Intervention** Services for families of children diagnosed with serious emotional disorders or severe mental/ behavioral health problems
- » DECA-I/T can help in measuring social and emotional treatment outcomes using standardized scores

National Efforts

- Part C Pilot in Michigan
- Community Mental Health Pilot in Michigan
- Use in Early Childhood Mental Health Consultation Programs
- Early Head Start- EHS Outcomes & DECA-I/T crosswalk
 - <http://www.devereux.org/site/DocServer/EHS-DECAITCrosswalk.pdf?docID=8221>

What Are the Benefits of the DECA-I/T?

- It has an emphasis on **strength-based**, promotion, prevention and assessment-guided intervention and fostering resilience
- It supports efforts to **strengthen adults understanding**, recognizing and nurturing of social and emotional growth of babies and toddlers across care settings.
- It is an assessment that is **psychometrically sound** and leads to positive changes!
- It allows for measuring outcomes related to children's social and emotional development. By comparing changes over time in an individual child's scores, the DECA-I/T can be **used to evaluate** the effectiveness of program activities and operations.

Questions and Reflections



- What are you wondering about?



Thank You!



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Training Available**

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