

eDECA: Follow Up

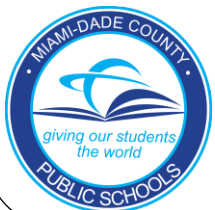
I've administered the DECA. Now what?

PRINTING THE PARENT LETTER



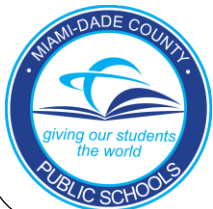
DECA Parent Letter

- Head Start Performance Standards require that ALL screening results be shared with the parents
- To share DECA results, all teachers must print the Parent Letter from e-DECA
- The Parent Letter must be signed by both the teacher and parent
- The results and letter can be shared with parents at the Home Visit, Parent-Teacher Conference, or an informal parent conference
- Parents keep a copy of the letter and another copy is filed in the child's the Head Start file



DECA Parent Letter

- The Parent Letter should be printed and signed for those children who have no areas of concern identified
- For those students who have areas of concern, the DECA Intervention Plan will be developed and signed by the parent



Printing the parent letter

File Edit View Favorites Tools Help

Page Safety Tools



eDeca Home Input Ratings **View Ratings / Reports** e-DECA Management Help

Select a Rating/Report

By Child
Group Profile
Group Ratings Lists Schools
Aggregate Reports

Select a Child for whom you wish to view ratings/reports:

Choose Site: Select

Choose Group: Select

Choose Child: Select

OR

Search by Last Name: Go

View All Ratings for this Child

OR,

Select a Report

Assessment: Select

Report Type: Select

Submit

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Click on the
“View
Ratings/Reports”
tab

Select “By Child”
in the drop-down
menu



Select a Rating/Report

Select a Rating/Report

Program: MDC Public Schools

Select a Child for whom you wish to view ratings/reports:

Choose Site: Biscayne Elementary

Choose Group: HJV

Choose Child: [Redacted] 10/07/2007, F

OR

Search by Last Name: [Input Field] Go

View All Ratings for this Child
OR,

Select a Report

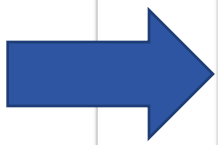
Assessment: Deca-P2- 36 months up to 6 years

- Report Type:
- Select
 - Single Rating
 - Pre-Post Comparison
 - Rater Comparison
 - Parent Letter
 - Parent Letter Spanish

Enter the Site, Group, and Child information



Click "Select a Report" and choose the assessment from the drop-down menu



Select "Parent Letter" or "Parent Letter Spanish" in the "Report Type" drop-down menu



Select a Rating/Report

Select a Rating/Report

Program: MDC Public Schools

Select a Child for whom you wish to view ratings/reports:

Choose Site: Biscayne Elementary

Choose Group: HJV

Choose Child: [Redacted] 10/07/2007, F

OR

Search by Last Name: [Input Field] Go

View All Ratings for this Child

OR,

Select a Report

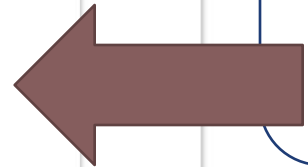
Assessment: Deca-P2- 36 months up to 6 years

Report Type: Parent Letter

Select a Rating: DECA-P2, 2012/09/25, Pre, Teacher; Parsons, Angela

Submit

Select the Rating (Pre, Mid, Post, or Other)



Parent Letter - Windows Internet Explorer
 https://www.e-deca2.org/vrParentLetter.aspx?Rid=768225

Date: 7/11/2013

Dear Parent of [REDACTED]

Angela Parsons filled out a checklist about your child called the Devereux Early Childhood Assessment for Preschoolers (DECA-P2). The DECA-P2 provides information about a child's social and emotional health. We feel it is important to share this information with you because children's social and emotional development is so important. By focusing and supporting children's strengths, we can also help a child in any areas where extra support may be beneficial.

The table below shows how Angela Parsons rated your child on the DECA for DECA-P2s. This might or might not be what you are seeing at home. Sometimes a child behaves differently at home and at school because of differences in expectations, rules, schedules, etc...

	Strength	Typical	Area of need
Initiative	X		
Self-Regulation	X		
Attachment/Relationships		X	
Behavioral Concerns		X	

Our program recognizes the importance of promoting children's healthy social and emotional skills and works to strengthen initiative, self-regulation, and attachment/relationships in all children. Scores in the strength range indicate that a child is showing many positive behaviors in this area and we should continue to encourage these behaviors. Scores in the typical range indicate that a child is displaying behaviors that are common at this age and we should continue to work on building these skills. Scores in the Area of Need range indicate that a child is not displaying these positive behaviors as frequently as we would like, and we should work together to build a child's skills in that area.

The last row shows the results of a behavioral concerns screener. If the behavioral concerns score is in the area of need range, this is information that deserves our attention and focus. Addressing behavioral concerns as soon as possible will help ensure that plans are put in place to reduce behavioral concerns and encourage the use of positive behaviors.

After you review this information, please let us know if you have any questions.

Parents and families make the biggest difference!

The Devereux Early Childhood Assessment Preschool Program
 Promoting Children's Resilience

100%

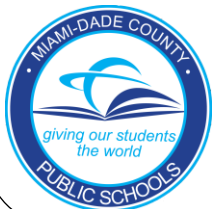
Windows Internet Explorer
 https://www.e-deca2.org/vrReportSele

File Edit View Favorites Tools Help

100%

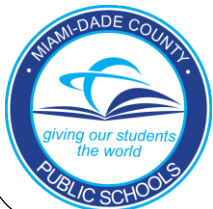
DECA-P2: 3 – 5 years old

- 38 items:
 - 28 items assess a child's protective factors
 - **Initiative (IN)**: child's ability to use independent thought and action to meet his or her needs
 - **Self Control/Regulation (SR)**: child's ability to experience a range of feelings and express them using the words and actions that society considers appropriate
 - **Attachment (AR)**: the mutual, strong, and long-lasting relationships between a child and significant adults such as parents, family members, and teachers



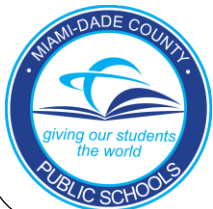
DECA-P2: 3 – 5 years old

- **Total Protective Factors (TPF):** a summary of results from IN, SR, & AR
- 10 items which screen for behavioral concerns **(BC)**

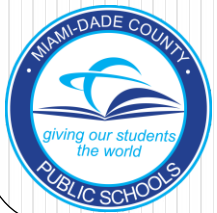


DECA Interpretation

- T-Scores: Average = 50
- Protective Factor Descriptions
 - High T-scores (60 and above) = *strengths*
 - T-scores between 41 and 59 = *typical*
 - Low T-scores (40 and below) = *concerns*
- Behavioral Concerns Descriptions
 - High T-scores (60 and above) = *concerns*
 - Low scores (59 and below) = *typical*



Viewing Your Class Results





eDeca Home **View Ratings / Reports** e-DECA Management Help



- By Child
- Group Profile**
- Group Ratings List
- Aggregate Reports

Welcome **Mariela A.**, Assessment Assistant.

Your access to the Devereux Assessment Assistant is currently set to:

- Program:** MDC Public Schools
- Site(s):** Full access has been granted to all Sites
- Group(s):** Full access has been granted to all Groups
- Your Role in the System is set to:** Program Administrator
- User Type:** User
- User Id:** Mariela Ayala

[Click here to view the User Manual](#)

If you have any questions about the system, please contact your Program Administrator or Site Administrator.

Select "Group Profile" from the "View Ratings/Reports" tab



eDeca Home Input Ratings View Ratings / Reports e-DECA Management Help

Select a Group Profile Report

Select a Group Profile Report

Program: MDC Public Schools

Select a Group for which you wish to view the Group Profile Report:

Choose Site:

Choose Group:

Choose the Options for the Group Profile Report:

Record Form:

Ratings: All Teacher Ratings OR All Parent Ratings

Rating Selection(s): Pre Mid Post All

Rating Year:

OR

Date Range: Begin Date: End Date:

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- Enter the Site and Group information
- Select Record Form (DECA-P2, Infant, or Toddler)
- Select Ratings (Teacher or Parent)
- Rating Selection (Pre, Mid, Post, or All)
- Select Rating Year

https://www.e-deca2.org/vrReportSelectorGroup.aspx

File Edit View Favorites Tools Help

Devereux CENTER FOR RESILIENT CHILDREN

Select a Group Profile Report

Select a G

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https://www.e-deca2.org/vrGroupProfilePDF.aspx?RptId=G&Pid=444&Gid=14788&Rfm=Q&RtgBy=T&RtgSel=P - Windows Internet Explorer

File Edit Go Favorites Help

DECA-P2 Classroom/Group Profile

Record Form - DECA-P2 09/17/2012 - 07/31/2013 Teacher Rating(s)

Program: MDC Public Schools Site: Biscayne Elementary Group: HDX

Teachers' Names: Parsons, Angela; Brown, Kiara; Cuervo, Monica;

	Type Rating: Pre					Type Rating: Mid					Type Rating: Post				
	IN	SR	AR	TPF	BC	IN	SR	AR	TPF	BC	IN	SR	AR	TPF	BC
LUCIANA	39	45	41	41	50										
STOPHER	46	41	41	42	59										
AS	40	40	36	37	52										
ESIS	39	50	39	42	43										
	51	57	45	51	40										
LLE	48	53	47	49	45										
A	54	44	51	49	52										
	43	45	38	41	52										
	54	53	53	54	42										
EN	50	51	45	48	39										
A	36	40	41	45	55										
IAN	48	42	45	44	45										
O	54	50	39	47	40										
GILBERT	36	44	47	49	50										
ETA	50	53	39	46	49										
JEL	35	44	35	36	50										
EFFOR	43	45	38	41	57										

Number of Children Reported:	17	17	17	17	17	0	0	0	0	0	0	0	0	0	0
Number of Children Green:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of Children Blue:	13	15	10	15	17	0	0	0	0	0	0	0	0	0	0
Number of Children Red:	4	2	7	2	0	0	0	0	0	0	0	0	0	0	0

Scale descriptions are:
 IN - Initiative
 SR - Self Regulation
 AR - Attachment/Relationships
 TPF - Total Protective Factors
 BC - Behavioral Concerns

Color Legend:
 Green = Strength
 Blue = Typical
 Red = Area of Need

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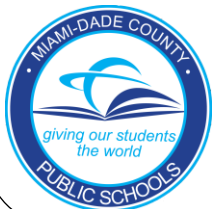
eDECA: Developing the DECA Intervention Plan (DIP)

www.e-deca2.org



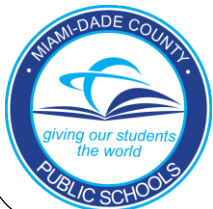
DECA Follow-up: DECA Intervention Plan

- Once a child is identified with an area of concern/need:
 - Parents are asked to complete a rating form.
 - Teachers are required to develop targeted strategies - **DECA Intervention Plan (DIP)**
 - These strategies, which include CSEFEL Pyramid Strategies and related video clips for best practice, are only available electronically on the e-DECA website.
- Once the DIP is completed, it must be printed and reviewed with each parent regarding implementation. Both the teacher and parent must sign the DIP.



DECA Follow-Up

- Follow up and progress monitoring:
 - Strategies outlined in the DECA Intervention Plan must be implemented daily.
 - Progress must be documented for a minimum of 3 to 4 weeks.





eDeca Home Input Settings **View Ratings / Reports** e-DECA Management Help



- By Child
- Group Profile
- Group Ratings List
- Aggregate Reports

Welcome **Mariela A.**, Assessment Assistant.

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Program: MDC Public Schools

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Group(s): Full access has been granted to all Groups

Your Role in the System is set to: Program Administrator

User Type: User

User Id: Mariela Ayala

[Click here to view the User Manual](#)

If you have any questions about the system, please contact your Program Administrator or Site Administrator.

Click on the
"View
Ratings/Reports"
tab

Select "By Child"
in the drop-down
menu



Select a Rating/Report

Select a Rating/Report

Program: MDC Public Schools

Select a Child for whom you wish to view ratings/reports:

Choose Site: Biscayne Elementary

Choose Group: HJV

Choose Child: [Empty dropdown menu]

OR

Search by Last Name: [Text input field] **Go**

View All Ratings for this Child

OR,

Select a Report

Assessment: Select

Report Type: Select

Submit

Enter the Site, Group, and Child information



Click "View All Ratings for this Child" and click "Submit"





Child Rating List

Select a Rating/Report > Child Rating List

Program: MDC Public Schools

Ratings for:

- [Add New Infant Rating](#)
- [Add New Toddler Rating](#)
- [Add New DECA-C Rating](#)
- [Add New Deca-P2 Rating](#)

DECA-C Child Rating Values

No ratings found.

Deca-P2 Child Rating Values

Rating Date	Rating Period	Rater Name	Rater Type	Descr	IN	SR	AR	TPF	BC	Options	Delete
2012/09/25	Pre	<input type="text"/>	T	Raw Score T-Score Percentile Description	5 29 2 N	14 35 7 N	11 28 1 N	92 28 1 N	29 71 98 N		
2013/01/31	Mid	<input type="text"/>	T	Raw Score T-Score Percentile Description	12 34 5 N	13 34 5 N	21 39 14 N	107 33 4 N	31 72 99 N		X
2013/02/04	Other	<input type="text"/>	P	Raw Score T-Score Percentile Description	13 28 1 N	8 28 1 N	18 28 1 N	84 28 1 N	22 67 96 N		X
2013/04/15	Post	<input type="text"/>	T	Raw Score T-Score Percentile Description	12 34 5 N	8 28 1 N	15 31 3 N	93 28 1 N	26 68 96 N		X

Click on the "Strategies Selector" icon

View Strategies for this Child Rating



Strategies Selector

Select a Rating/Report > [Child Rating List](#) > Strategies Selector

Program: MDC Public Schools

RecordForm: Deca-P2

Promoting Social and Emotional Strengths

Our program recognizes the importance of promoting children's social and emotional health and resilience. We use the Devereux Early Childhood Assessment (DECA) to help us better understand children's strengths and areas of [redacted] protective factors associated with resilience well as behavioral concerns. The table below shows the DECA results for [redacted] based on a rating conducted by [redacted] on 09/25/2012.

DECA Protective Factors	Strength	Typical	Area of Need
Initiative			X
Attachment/Relationships			X
Self Regulation			X
Behavioral Concerns			X

Scores in the strength range indicate that the child is showing many positive behaviors in this area and these behaviors should be encouraged. Scores in the typical range indicate that a child is displaying behaviors that are common at this age and these behaviors should be continually supported. Scores in the Area of Need range indicate that a child is not displaying these positive behaviors as frequently as desired and a plan should be put into place to help the child build skills in these areas.

The last row of the table shows the results of a behavioral concerns screener. If the behavioral concerns score is in the area of need range, this is information that deserves immediate attention and focus. Strengthening protective factors as part of the DECA Intervention plan will support a child with behavioral concerns. However, it is also recommended that additional discussions take place to address the specific behavioral concerns the child may be displaying.

A plan should include any protective factors with a score in the Area of Need range. Plans may also include protective factors with a score in the Typical range. To create a plan, please follow these steps:

this report will NOT be saved.

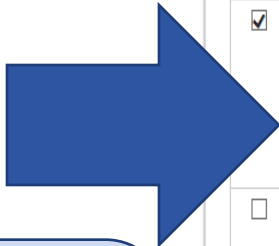
5. Two copies of the PDF format should be printed so that a signed copy can be provided to the parent and a copy placed in the child's folder.

6. After implementing these strategies for three to four weeks on a daily basis in both the home and classroom settings, the plan should be revisited to determine if the strategies are working. For children that do not respond to the plan, or for those children whose protective factors are not an Area of Need, but who do have an **Area of Need in behavioral concerns only**, that teacher needs to follow up and consult further with the curriculum specialist, social services staff, center director, and licensed mental professional. **Click here for further guidance.**

<input type="checkbox"/>	Initiative	
This is the child's ability to try new things and to do things for him/herself. You can see initiative grow very quickly at this age. You see it when she/he does not want you to help even if she/he seems to need it. You see it when he/she does something he/she would not even try just yesterday.		
Check	Classroom Strategy	Home Strategy
<input type="checkbox"/>	(A) Provide guidance and support to help the child learn different ways to solve a problem. Additional Information - Worksheet: Practical Strategies for Teachers/Caregivers- Solution Kit - Video Clip: Tucker Video Clip - Handout: Practical Strategies for Teachers/Caregivers- Problem Solving Steps - Handout: Practical Strategies for Teachers/Caregivers- The Turtle Technique	(A) Give plenty of time for your child to figure out answers to problems. Sometimes it is easier and faster to step in and solve a problem for a child. Be patient and don't rush a child through a challenge. Allow him/her time to think and try different ways to solve a problem.
<input type="checkbox"/>	(B) Encourage the child to try new things that may be different or challenging. Additional Information - Handout: Using Choice and Preference to Promote Improved Behavior - Video Clip: Teaching Social Skills - Video Clip: Transitions to Centers	(B) Suggest some new games or try some new activities to do together as a family. Families could take advantage of a free community event, go for a walk in a different park, start a new family ritual.
<input type="checkbox"/>	(C) Use Effective praise Additional Information - Video Clip: Positive Attention - Video Clip: Giving Compliments - Handout: Some Starters for Giving Positive Feedback and Encouragement for Effort, Thinking, and PS	(C) Encourage your child to try again when he/she makes mistakes. Make sure your child knows that you believe that he/she will succeed and offer kind words of encouragement such as, "You kept working on that puzzle for quite awhile, would you like to work together on it now?" or "Your tower was very high before it fell. I would love to see you build another one!"
<input type="checkbox"/>	(D) Encourage the child to play with other children. Additional Information - Video Clip: Friendship - Video Clip: Sharing Skills - Video Clip: Super Friends - Handout: Super Friend Award - Training Kit: Strategies for Increasing Peer Social Interactions: Prompting and Acknowledgement	(D) Find safe and fun opportunities for your child to play with other children. Think about attending community events, having a neighborhood cookout, inviting other families to your celebrations, participating in a community garden, or playing at local family-friendly parks.
<input type="checkbox"/>	(E) Support the child in doing more things for him/herself. Additional Information	(E) Provide your child with important and appropriate jobs (For example, allow him/her to help make dinner, set the table for meals, put away toys,

Click on the areas that were flagged (in red).

Select up to two (2) strategies per area.



Click on the links (in blue) for tips on how to implement the strategy.

...rt will NOT be saved.

...es of the PDF format should be printed so that a signed copy can be provided to the parent and a copy placed in the folder.

...plementing these strategies for three to four weeks on a daily basis in both the home and classroom settings, the plan should be revisited to determine if the strategies are working. For children that do not respond to the plan, or for those children whose protective factors are not an Area of Need, but who do have an **Area of Need in behavioral concerns only**, that child needs to follow up and consult further with the curriculum specialist, social services staff, center director, and licensed professional. Click [here](#) for further guidance.

...s ability to try new things and to do things for him/herself. You can see initiative grow very quickly at this age. You see it when she/he does not want you to help even if she/he seems to need it. You see it when he/she does something he/she would not even try just yesterday.

Check	Classroom Strategy	Home Strategy
<input checked="" type="checkbox"/>	(A) Provide guidance and support to help the child learn different ways to solve a problem. Additional Information - Worksheet: Practical Strategies for Teachers/Caregivers- Solution Kit - Video Clip: Tucker Video Clip - Handout: Practical Strategies for Teachers/Caregivers- Problem Solving Steps - Handout: Practical Strategies for Teachers/Caregivers- The Turtle Technique	(A) Give plenty of time for your child to figure out answers to problems. Sometimes it is easier and faster to step in and solve a problem for a child. Be patient and don't rush a child through a challenge. Allow him/her time to think and try different ways to solve a problem.
<input type="checkbox"/>	(B) Encourage the child to try new things that may be different or challenging. Additional Information - Handout: Using Choice and Preference to Promote Improved Behavior - Video Clip: Teaching Social Skills - Video Clip: Transitions to Centers	(B) Suggest some new games or try some new activities to do together as a family. Families could take advantage of a free community event, go for a walk in a different park, start a new family ritual.
<input type="checkbox"/>	(C) Use Effective praise Additional Information - Video Clip: Positive Attention - Video Clip: Giving Compliments - Handout: Some Starters for Giving Positive Feedback and Encouragement for Effort, Thinking, and PS	(C) Encourage your child to try again when he/she makes mistakes. Make sure your child knows that you believe that he/she will succeed and offer kind words of encouragement such as, "You kept working on that puzzle for quite awhile, would you like to work together on it now?" or "Your tower was very high before it fell. I would love to see you build another one!"
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<input type="checkbox"/>	(E) Support the child in doing more things for him/herself. Additional Information	(E) Provide your child with important and appropriate jobs (For example, allow him/her to help make dinner, set the table for meals, put away toys,

<input type="checkbox"/>	(A) Help children find a safe spot to be alone and quiet when needed. As they go to the spot, say "It's OK to want to be alone sometimes. I'll check on you in a minute to see if you are ready to join in playing again, or if you need another minute." After allowing the child a few minutes of "alone time", the adult should sit with or near the child and engage her/him in conversation, or simply all for parallel play until the child is ready to interact. This may take several times before the child is ready to engage. Be patient and gently encourage relationship-building. Additional Information - Excerpt p.4 f "Researchers have demonstrated the importance of peer relationships in childhood and la - Training Kit Building Positive Teacher-Child Relationships	(A) Help children find a safe spot to be alone and quiet when needed. As they go to the spot, say "It's OK to want to be alone sometimes. I'll check on you in a minute to see if you are ready to join in playing again, or if you need another minute." After allowing the child a few minutes of "alone time", the adult should sit with or near the child and engage her/him in conversation, or simply all for parallel play until the child is ready to interact. This may take several times before the child is ready to engage. Be patient and gently encourage relationship-building.
<input type="checkbox"/>	(B) Talk with the other important adults in the child's life, namely, families and teachers. When is the child most withdrawn? Does the child have fears or anxieties? When is the child most comfortable? How can we create comfortable situations for the child at home and school? Additional Information - Video Clip: Teaching Social Skills - Introduces the element of establishing a "positive relationship" and ongoing "engagement" practices	(B) Talk with the other important adults in the child's life, namely, families and teachers. When is the child most withdrawn? Does the child have fears or anxieties? When is the child most comfortable? How can we create comfortable situations for the child at home and school?
<input type="checkbox"/>	(C) Help the child communicate, even if he/she does not use words often. How else could this child express him/herself – through drawing, writing, art, physical gestures (nodding, thumbs up or down, etc.). When the child communicates with you or others without words, "narrate" what you think he or she is trying to say to help model these interactions. Additional Information - Introduces the element of "engagement" within the context of supporting behaviorally withdrawn early	(C) Help the child communicate, even if he/she does not use words often. How else could this child express him/herself – through drawing, writing, art, physical gestures (nodding, thumbs up or down, etc.). When the child communicates with you or others without words, "narrate" what you think he or she is trying to say to help model these interactions.
<input type="checkbox"/>	(D) Help the child identify feelings. Is he sad? Is she scared? Is he overwhelmed? Is he confused? Is she feeling lonely? Is he nervous or worried? Use feelings charts, children's stories, music, and art as a means to help the child express him/herself. Can you draw a picture of what is making you feel scared? Additional Information - Video Clip Emotional Literacy Activities: Happy/Mad - Handout: Enhancing Emotional Vocabulary in Young Children	(D) Help the child identify feelings. Is he sad? Is she scared? Is he overwhelmed? Is he confused? Is she feeling lonely? Is he nervous or worried? Use feelings charts, children's stories, music, and art as a means to help the child express him/herself. Can you draw a picture of what is making you feel scared?
<input type="checkbox"/>	(E) Understand a child's need for space, and never force him/her to join an activity that makes him/her uncomfortable. Help find other ways for the child to participate: watching, discussing with an adult before and/or after the activity, "writing" words and drawing a picture of what they learned, participating in a related project with similar learning goals, working on a project at home, etc. Additional Information - Scripted Story: "I Can Use My Words" - Family Tools: "Helping Young Children to Express Wants and Needs"	(E) Understand your child's need for space, and never force him/her to join an activity that makes him/her uncomfortable. Help find other ways for the child to participate: watching, discussing with an adult before and/or after the activity, "writing" words and drawing a picture of what they learned, participating in a related project with similar learning goals, working on a project at home, etc.
<input type="checkbox"/>	(F) Strategies for Withdrawal	(F) N/A

Create an Html Document Create a PDF Document



When finished, select "Create a PDF Document."

Another window will pop up with the PDF version of the document. Print.

https://www.e-deca2.org/Ptap/vrPtapDocument.aspx?Pid=444&Crid=768166&Rfm=Q&Fmt=pdf&PfbCs=IN,31, - Windows Internet Explorer

https://www.e-deca2.org/Ptap/vrPtapDocument.aspx?Pid=444&Crid=768166&Rfm=Q&Fmt=pdf&PfbCs=IN,31,34|AR,28|SR,36|Z3,60

File Edit Go to Favorites Help

Signature field(s) detected. Open Sign Pane

Promoting Social and Emotional Strengths for DECA-P2

A strong social and emotional foundation is critical for all children's learning and success in life. The Devereux Early Childhood Assessment (DECA) provides information to help promote children's social and emotional strengths and reduce behavioral concerns. The table below shows the DECA results for [redacted] based on a rating conducted by [redacted] s on 09/25/2012.

DECA Protective Factors	Strength	Typical	Area of Need
Initiative			X
Attachment/Relationships			X
Self Regulation			X
Behavioral Concerns			X

Our program recognizes the importance of children's social and emotional health and works to strengthen three protective factors associated with resilience, initiative, self-control, attachment. Scores in the strength range indicate that a child is showing many positive behaviors in this area and these behaviors should be encouraged. Scores in the typical range indicate that a child is displaying behaviors that are common at this age and these behaviors should be continually supported. Scores in the Area of Need range indicate that a child is not displaying these positive behaviors as frequently as desired and a plan should be put into place to build skills in these areas.

The last row of the table shows the results of a behavioral concerns screener. If the behavioral concerns score is in the area of need range, this is information that deserves immediate attention and focus. Addressing behavioral concerns as soon as possible will help ensure that plans are put in place to reduce behavioral concerns and encourage the use of positive behaviors.

Based on the rating results displayed above, recommended strategies for the classroom and home setting have been identified. Working together, families and teachers can strengthen children's social

**Suggested Classroom and Home Strategies to Promote:
Initiative**

This is the child's ability to try new things and to do things for him/herself. You can see initiative grow very quickly at this age. You see it when she/he does not want you to help even if she/he seems to need it. You see it when he/she does something he/she would not even try just yesterday.

Classroom Strategy	Home Strategy
(A) Provide guidance and support to help the child learn different ways to solve a problem.	(A) Give plenty of time for your child to figure out answers to problems. Sometimes it is easier and faster to step in and solve a problem for a child. Be patient and don't rush a child through a challenge. Allow him/her time to think and try different ways to solve a problem.
(B) Encourage the child to play with other children.	(B) Find safe and fun opportunities for your child to play with other children. Think about attending community events, having a neighborhood cookout, inviting other families to your celebrations, participating in a community garden, or playing at local family-friendly parks.

**Suggested Classroom and Home Strategies to Promote:
Attachment/Relationships**

This is the result of the child's strong, healthy relationships. A child learns to feel good about him/herself and trust people by the way he/she is taken care of. This strength is also the key to how the child feels about him/herself. It opens him/her up to try new things and look to others for friendship or help.

Classroom Strategy	Home Strategy
(A) Maintain a soothing and relaxing atmosphere. Children feel secure in control of their emotions in a soothing and calming environment.	(A) Cuddle, play and read with your child. Children need both active and quiet time each and every day. It is important to provide activities that allow your child to run, jump and explore. It is also important to find the time every day to relax, be quiet and talk with your child. Think about your daily schedule and find a time each day to snuggle, talk and read with your child.

**Suggested Classroom and Home Strategies to Promote:
Self Regulation**

Each strategy selected has a corresponding home strategy for the parent to implement. This should be discussed at the meeting with the parent.

supported when families and program staff work together. The space below should be used to document the ideas and comments of family members and program staff to ensure that everyone involved has an opportunity to participate in the protective factor planning process.

Family Input / Additional Goals: *Follow-up Progress (Teacher, Parent, Social Worker -- document in ChildPlus)*

Include family input from meeting with parent here

Week 1:

Week 2:

Week 3:

Week 4:

Keep weekly progress notes here. Document how the child is progressing (or not) with the strategies in place.

Signature of Family Member: _____ Date: _____

Signature of Teaching Staff: _____ Date: _____

Signature of Curriculum Specialist/Ed. Mgr.: _____ Date: _____

Signature of Licensed Mental Health Professional: _____

Sign plan and have family member sign when plan is first developed.

Curriculum Support Staff (M. Alvarez or M. Topping) will sign when visiting classrooms. Mental Health Coordinator (P. Ortega) will also sign when visiting classrooms.

Progress Follow-up

Signature of Family Member: _____ Date: _____

Signature of Teaching Staff: _____ Date: _____

Signature of Curriculum Specialist/Ed. Mgr.: _____ Date: _____

Signature of Licensed Mental Health Professional: _____ Date: _____

Plan will be signed again when progress notes are complete. Follow up with parent is required.

DIP and beyond...

- Parents should be given a copy of the DIP.
- Signed original should be placed in the child's Head Start file.
- If strategies are not effective, a referral to the school's School Support Team (SST) may be warranted.

Reminder!

- Parents whose children have been flagged on DECA should also fill out a rating.
- In order to enter their ratings into eDECA, they need to be entered as a “New Contact” in eDECA.
- Once entered as a New Contact, his or her name will appear in the Rater drop-down menu.

Adding a parent as a rater

Devereux
CENTER FOR RESILIENT CHILDREN

e-DECA 2.0 / e-DESSA

eDeca Home | Input Ratings | View Ratings / Reports | e-DECA Management | Help

Deca-P2 Record Form

Input Rating: [Select a Child](#) > Deca-P2 Record Form
Program: MDC Public Schools

Child Id: 346093 Rating Id:
Child: Mya Ann Davis Gender: Female DOB: 05/23/2008 Age:
Site: Colonial Drive Elementary Group: HDST Classroom #1 Status: Active
Rater: Norms Table:
New Contact Rating Period: Rating Date: mm/dd/yyyy Rating Year:

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: *During the past four weeks, how often did the preschooler...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers.

Item#	During the past 4 weeks, how often did the preschooler...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	act in a way that made adults smile or show interest in him/her?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	listen to or respect others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	control his/her anger?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	seem sad or unemotional at a happy occasion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	show confidence in his/her abilities (for instance, say "I can do it!")?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	have a temper tantrum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	keep trying when unsuccessful (show persistence)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	seem uninterested in other children or adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	use obscene gestures or offensive language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	try different ways to solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	seem happy or excited to see his/her parent or guardian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	destroy or damage property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	try or ask to try new things or activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	show affection for familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	start or organize play with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	show patience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	ask adults to play with or read to him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	have a short attention span (difficulty concentrating)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To enter parent ratings, the parent must be entered into the e-DECA system as a **NEW CONTACT**



Deca-P2 Record Form

Input Rating: [Select a Child](#) > Deca-P2 Record Form

Program: MDC Public Schools

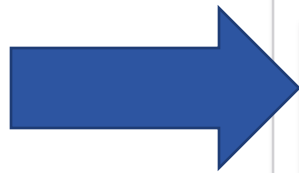
Child Id: 346093 Rating Id:

Child: My Gender: Female DOB: 05/23/2008 Age:

Site: Colonial Drive Elementary Group: HDST Classroom #1 ▾ Status: Active ▾

Rater: Norms Table:

New Contact Rating Period: Rating Date: Rating Year:



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3	control his/her anger?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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18	have a short attention span (difficulty concentrating)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter Rater (Select Teacher or Parent from drop-down menu)

Enter Rating Period (Pre, Mid, or Post)

Enter Rating Date (System will not accept a date before four weeks after the first day of school)