

## **Follow-up Actions and Referrals to Other Services and Resources**

ParentChild+ supports families with child development resources in several ways, both during the home visit and by connecting families to other services. As home visiting is a key entry point into a system of care, collecting data on referrals and follow-up activities highlights the centrality of the intervention in helping families navigate community resources. In some cases, the insufficiency or unavailability of these systems to meet the family's needs means they rely on the home visitor (Early Learning Specialist) to provide targeted follow-up activities during the visit. In either scenario, the “referral and follow-up activities” section of DAISY is meant to capture all these important activities:

1. Referrals to early intervention (EI) and the referral outcome;
2. Secondary referrals to community resources and other service providers;
3. Follow-up activities and individualized development support occur during the home visit itself.

Data suggests that follow-up activities with families are more than a one-time event where multiple activities become an important aspect of the overall referral-making processes. For example, follow-up activities might help families advocate for themselves or endure the challenge of applying for services. As such, this update in DAISY better reflects the full range of activities involved in service coordination.

## **Ages and Stages Questionnaire and Referrals**

Ages and Stages Questionnaire, Third Edition (ASQ-3) and Ages and Stages Questionnaire: Social Emotion, Second Edition (ASQ:SE-2) can help Coordinators and ELSs guide decisions about how best to support families in supporting their child's ongoing growth and learning and whether further evaluation, intervention, or referrals are needed. The role of referrals is essential with the adoption of ASQ-3 and ASQ:SE-2.

A key goal of the ParentChild+ One-on-One model is that all children who have been identified as in the referral zone, are being referred or offered additional support. For the ASQ-3, a child who has one or more domain scores that are “at/close to cutoff” or “below cutoff”, is considered in the referral zone. For the ASQ:SE-2, a child who has a score that is “at/close to cutoff” or “above cutoff”, is considered in the referral zone.

For a child who may be in the monitoring zone for either the ASQ-3 and ASQ:SE-2, families might request a referral to another community resource and/or targeted developmental support for their child, including adapting the curriculum or altering the home visit content.

## Follow-up actions and referrals in DAISY

Completing any one or more of the following types of developmental support will meet the criteria of referring or offering additional support to these children:

1. Received a **referral** to Early Intervention services
2. Received a **secondary referral** to another community service
  - a. Includes referrals made to a community service other than Early Intervention, that provide support to enhance a child’s development. For example, referrals to health or mental health services, speech, occupational or physical therapy services, parent-child groups, parent classes, or early literacy supports.
3. Received individualized developmental support from early learning specialist
  - a. Emotional, social, or physical development activities the early learning specialists conduct with the caregiver and/or child during the home visit. For example, more frequent screenings, activities by curriculum, ASQ activities, and CDC materials.

*Examples of individualized developmental support from early learning specialists*

Scenario	Activity
Child (14 months) scores in monitoring zone for Gross Motor	Give child a box large enough to push while standing. Show them how to fill it with a few toys, small cartons, or small boxes. Let them push these things around the room from one area to another.
Child (19 months) scores in monitoring zone for Personal-Social	Play music and show the child how to follow you or dance with you. Invite other family members to dance along. Pick up your child and dance with them.
Child (24 months) scores in monitoring zone for Communication	Put your hand in a clean sock and make it talk. “Hi! What is your name?”. The child might say something or want to touch the puppet. Keep the conversation going.
Child (30 months) scores in monitoring zone on ASQ:SE-2	Take some pieces of paper and glue in pictures of the child, family members, pets, or other special things. Take or staple the pages together to make a “Me Book”.
Child (3 years) scores in monitoring zone on ASQ:SE-2	Tell the child a favorite story. See if the child can tell you how the animals or characters felt in the story.

## Follow-up actions and referral data entry goals

ParentChild+'s data quality framework is designed for both staff at the local site and national center staff to measure data quality within our organization. To help in workflow management, the national center provides practical advice and guidance through data collection protocols, data entry goals, and data quality check-ins. Data entry goals related to referral data are provided in the below table.

Program model	Data entry goals
One-on-One	<ul style="list-style-type: none"> <li>• For each family, at least one referral is entered</li> <li>• For each child who scored at or below cutoff on ASQ-3, a follow up action or referral is entered</li> <li>• For each child who scored at or above cutoff on ASQ:SE-2, a follow up action or referral is entered</li> <li>• All referrals are entered within 30 days from referral date</li> </ul> <p>If using external database to collect developmental screeners, local sites are expected to come to data quality check-ins with the total number of families who should have received a referral based on the follow up actions per the developmental screener</p> <p>If a family did not receive any referrals because they were not in need of a referral to a service or resource outside of the ParentChild+ program, please inform our data support team during your data quality check-in.</p>
HBCC	<ul style="list-style-type: none"> <li>• For each referral, follow up date is entered in referral information within 3 weeks</li> <li>• Initial referral entries are entered within 30 days from referral date</li> </ul>

## Entering referrals made to families and providers into DAISY

### *General referrals*

Referrals are entered at the family-level and childcare provider-level. Currently, DAISY does not have functionality that allows users to enter referrals for multiple families or childcare providers at the same time. Once on the program participants record, the user will have to navigate to the referral section to add a new referral. The user will be prompted to complete the following information:

- The date the referral was referred
- The person being referred to the service or resource

- The source of the referral, for example, site coordinator, ELS, ASQ-3 questionnaire, ASQ:SE-2 questionnaire
- The referral type (see table below for additional information)
- Optional: the referral status. Users have the option to track the progress of the referral (from referred, receiving, completed/declined) and the dates the coordinator or ELS followed up with the family or childcare provider regarding the referral.

<b>Referral Type Category</b>	<b>Example</b>
Adult Education or Professional Development Program	English Language courses; career and technical education; GED information; leadership classes
Community Event	Library events; story time; Autism acceptance event; Botanical Garden event; tickets to museum or zoo; Day of the Dead celebration; local carnival
Developmental Delay and Disability Services	Assistance to Individualized Education Program; occupational or physical therapy
Early Childhood Education and Care Programs	Information and registration help for PreK or Kindergarten; Early Head Start or Head Start; home-based childcare center; Play and Learn group
Early Intervention (0-3)	Early intervention Program to support infants and toddlers ages birth to 3 years with disabilities or developmental delays
Early Intervention (3-5)	School or center-based early intervention services
Employment Related Services	Assistance with job application or resume
Extracurricular Activity	Assistance with registration to activities and programs outside the school curriculum, such as sports, summer camp, or art center program
Financial Support Services	Financial support for children with disability; gift cards; tax preparation help; help with paying electric or gas bill; emergency broadband funds; paying for medication
Food/Nutrition Assistance	SNAP; WIC; grocery deliveries; mobile food banks; local food pantries; food distributions; food baskets
Healthcare Assistance	Access to medical assistance program like Medicaid; helping with enrollment in health insurance program
Housing Assistance	Application assistance for Section 8, public housing, or affordable housing
Immigrant Support Services	Application assistance related to citizenship and immigrant status; assistance to government benefits for immigrants
Legal Assistance	Access to legal aid; help to deal with court or legal documents

Material Assistance	Diapers; books and toys outside program curriculum materials; school supplies; car seats; non-food basket giveaways; baby formula; wipes; Easter basket; face masks; cribs; humidifiers; shampoo and conditioner; body wash; toothpaste; sanitary pads and tampons; deodorant; bedding; mattress
Medical or Family Health	Prenatal care; children's well-visits; vaccine information; free testing; dental clinic; immunization and vaccine clinics
Mental Health Services	Counseling; evaluations; psychoeducational workshop such as anger management; mental wellness workshops
Parenting Support Services	Baby and me classes
Social Services	Foster care or adoption services; domestic violence and child abuse; kinship care
Substance Abuse Services	Alcohol rehabilitation
Transportation Assistance	Driven to services such as hospital and school; gas/fuel assistance; bus tickets; transportation cards

For additional information on entering general referrals into DAISY, [please visit this article](#).

*ASQ related follow-up + referral activities*

Follow up action steps are recorded in the ASQ questionnaire entered in the family's form section. Depending on the actions taken after the scores of the ASQ questionnaire have been reviewed, use the below table to ensure the referral is recorded.

Type of developmental support	Follow up action taken
Received individualized developmental support from early learning specialist	ASQ-3 & ASQ:SE-2 <ul style="list-style-type: none"> <li>Provide activities and rescreen in [___] months</li> </ul> ASQ:SE-2 <ul style="list-style-type: none"> <li>Provide parent education materials</li> <li>Administer developmental screener</li> </ul>
Received a referral to Early Intervention services	ASQ-3 & ASQ:SE-2 <ul style="list-style-type: none"> <li>Refer to early intervention/early childhood special education</li> </ul>
Received a referral to another community service	ASQ-3 & ASQ:SE-2 <ul style="list-style-type: none"> <li>Share results with primary health care provider</li> </ul> ASQ-3

	<ul style="list-style-type: none"> <li>• Refer for hearing, vision, and/or behavioral screening</li> <li>• Refer to primary health care provider or other community agency</li> </ul> <p>ASQ:SE-2</p> <ul style="list-style-type: none"> <li>• Refer to social-emotional, behavioral, or mental health evaluation</li> <li>• Provide information about available parenting classes or support classes</li> </ul>
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When a follow up action step is not listed in the ASQ questionnaire, users must enter the referral in the referral section and select the ASQ questionnaire that resulted in the referral as the referral source.

For additional information on entering ASQ questionnaires, please visit [this article for ASQ-3](#) and [this article for ASQ:SE-2](#).

### **Sharing data files when ASQ questionnaires are entered into another database**

Multiple agencies are in a pipeline of human services where the ASQ-3 and ASQ:SE-2 screeners are widely administered. For agencies who are using ASQ Online or another database to collect and enter ASQ-3 and ASQ:SE-2 follow up information, users are not required to enter the ASQ-3 and ASQ:SE-2 Information Summary form in DAISY. Users are required to submit Excel or CSV files which include the following:

- Unique identifiers of the family, for example, DAISY ChildId or child name and date of birth
- Month interval of screener
- The date the screener was completed
- Value scores of each domain (ASQ-3) or total score (ASQ:SE-2)
- Follow up actions taken

Data files are submitted to the national center by January 31<sup>st</sup> of each year for families enrolled in the program in the previous calendar year. For more information, [please visit this article](#).

### **Sharing data files when referral information is entered into another database**

Multiple agencies are also required to report referrals to other services and resources in an external database. For agencies using another database for referral data entry, users are not required to enter referral information in DAISY. Users are required to submit Excel or CSV files which include the following:

- Unique identifiers of the family, for example, DAISY ChildId or child name and date of birth
- The date the referral was referred
- The person being referred to the service or resource
- The source of the referral, for example, site coordinator, ELS, ASQ-3 questionnaire, ASQ:SE-2 questionnaire
- The referral type. Note: if the external database has different categories for referral type than those used in DAISY, please provide a lookup table in addition to the data files.

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