



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

EARLY CHILDHOOD SCREENING For Interpreters

PHASE ONE: Connect child and family to Teacher

- ✓ Contact family the day before to confirm appointment.
- ✓ In the waiting room, introduce family and child to Teacher.
- ✓ Explain to parents and child that the child will go with Teacher while the parents stay to fill out forms.
- ✓ Tell child directly that they will be going to play "Kindergarten Games" with the Teacher and the interpreter while parents work on papers.
- ✓ Have parents assure the child that this is OK with them and that it will only take 10 or 15 minutes.

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PHASE FOUR: Exit Interview with Nurse and Parents

- ✓ **Parents will find out how their child is learning and growing**
- ✓ **Parents will talk with a school nurse about their child's health**
- ✓ **Parents will get connected with community and Minneapolis Public Schools Early Childhood Programs (such as preschool programs)**
- ✓ **Parents will learn about programs that can help their child to be school-ready**



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PHASE THREE: Parent Guidance with Screening Documents

- ✓ **Consent (Please do this first):**
 - Consent for screening
 - Consent to share information from screening with other school and social service agencies.
 - Check if child is in any pre-school program or receiving any services through any other agency
- ✓ **MDE**
 - Has child received any previous early childhood evaluation? Usually "No".
- ✓ **Health History**
 - Ask if parent has any health concerns
 - Ask if pregnancy and childbirth were normal
 - Ask about allergies and asthma
 - Let the parent talk about concerns while you take notes on the form
- ✓ **ASQ-SE**
 - Run through questions quickly
 - Ask if there are any special concerns



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PHASE TWO: Screening with the MPSI

- ✓ **Screening is not a teaching tool. There will be incorrect answers and behaviors. Please do not correct the child. We are trying to assess the child's current level of competence in**
 - **Fine-Motor Development**
 - **General Knowledge**
 - **Math Concepts**
 - **Gross-Motor**
 - **Pre-Literacy Skills**
- ✓ **We are assessing behavior characteristics while we are administering the Screening**
- ✓ **We are listening for language. Please report speech irregularities that you notice in the first language.**
- ✓ **Interpreting configuration**
 - **We will use a triangular seating configuration**
 - **We will use turn-taking; not simultaneous interpreting**
 - **Please look at the child, both when the Screener is talking and when the child is talking.**
 - **Look at the Teacher when you are interpreting the child's answers.**
 - **Please speak softly and gently. Give child an extra four or five seconds to respond. Repeat instruction or question only once. Never lead or prompt for correct answer.**