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.
EARLY CHILDHOOD SCREENING
For Interpreters

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
EARLY CHILDHOOD SCREENING
For Interpreters

PHASE THREE: Parent Guidance with Screening Documents

✓ Consent (Please do this first):
  o Consent for screening
  o Consent to share information from screening with other school and social service agencies.
  o Check if child is in any pre-school program or receiving any services through any other agency

✓ MDE
  o Has child received any previous early childhood evaluation? Usually “No”.

✓ Health History
  o Ask if parent has any health concerns
  o Ask if pregnancy and childbirth were normal
  o Ask about allergies and asthma
  o Let the parent talk about concerns while you take notes on the form

✓ ASQ-SE
  o Run through questions quickly
  o Ask if there are any special concerns
EARLY CHILDHOOD SCREENING
For Interpreters

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.