

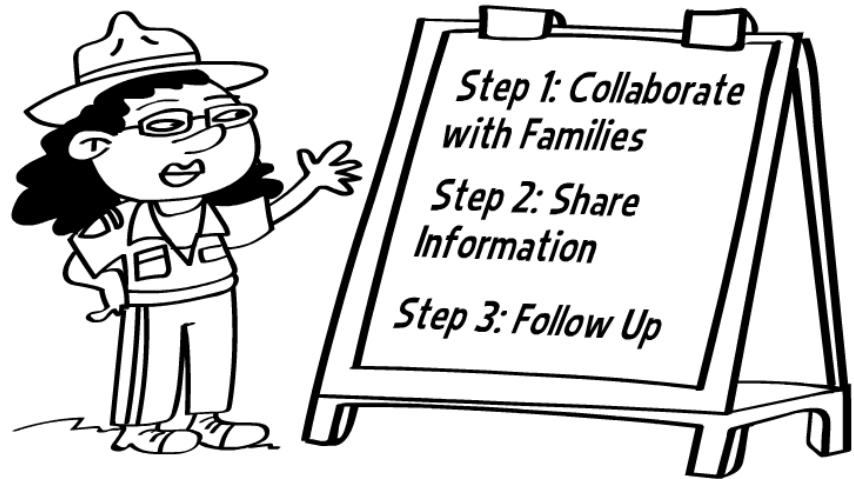
## Supporting Referral and Evaluation: *The Referral Process*

### WHAT'S IN THIS PD2GO PACK?

A child is referred for evaluation when the teacher/provider and the child's family identify a concern about the child's development. This pack provides strategies for collaborating with and supporting families of children who are referred for diagnostic evaluation to determine the need for early intervention (birth through three years) or special education services (three through five years).

#### **Your Participants Will...**

increase their capacity to collaborate with families as they move through the referral process for diagnostic evaluation.



### SUPPORTING MATERIALS

**Facilitator's Guide** Everything you need to facilitate this PD2GO presentation on *The Referral Process*, including an interactive presentation page along with step-by-step presenter's notes.

**Coaching Corner** One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.


Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge through **Digging Deeper**, **Resource Links**, and **Family Connections**.

## HOW TO USE THIS FACILITATOR'S GUIDE

This Facilitator's Guide will provide you with step-by-step information on how to present this session using the interactive presentation page and downloadable materials specific to this PD2GO pack. We recommend [opening the pack presentation](#) as you go through this Facilitator's Guide.

### Presentation Information

*Text written in italics is meant to be spoken out loud during the course of the presentation.*

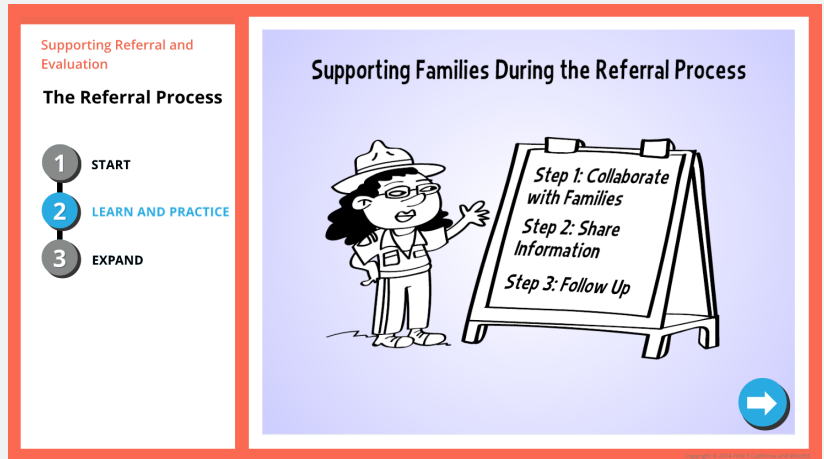
Other text, marked with this icon , offers important information such as instructions or suggested answers to facilitate the presentation of this PD2GO pack.

### THE INTERACTIVE PRESENTATION PAGE

The presentation page includes the following elements:

#### ■ Steps

Click on each number icon to begin the section of the presentation—use the presenter's notes in this guide to facilitate each step of the presentation.



### DOWNLOADABLE MATERIALS

#### ■ In This Pack

Click on the downloadable materials hyperlink to access all materials related to this presentation.

#### ■ In This Bundle

Click on the downloadable materials hyperlink to access all additional resources and materials that can be used with this presentation and other related packs.





### EXPANDING ON THIS PD2GO PACK

This presentation on *The Referral Process* can be used individually or in conjunction with the other pack in this bundle, *Supporting Evaluation*. Additional resources and materials in this bundle (*Digging Deeper*, *Resource Links*, and *Family Connections*) are designed to extend skills and knowledge around these related packs, provide links to resources, and promote partnerships with families.

### MATERIALS




In this pack, you will find:

[Download all \(3.7 MB\)](#)

-  [Facilitator's Guide \(3.6 MB\)](#)  
Everything you need to facilitate this PD2GO presentation on The Referral Process, including an interactive presentation page along with step-by-step presenter's notes.
-  [Coaching Corner \(160 KB\)](#)  
One-page resource with self-reflection and practice opportunities that can be explored individually, with peers, and in professional development sessions.
-  [Handout: Supporting Families Through the Referral Process \(190 KB\)](#)
-  [Handout: Reflecting on the Referral Process \(330 KB\)](#)

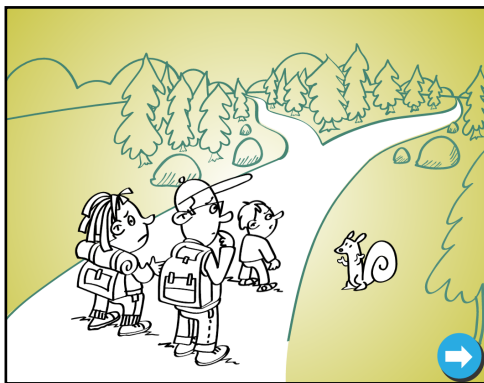
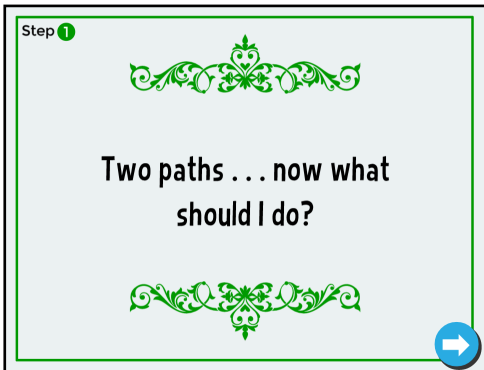
In this bundle, you will find:

[Download all \(250 KB\)](#)

- Additional resource materials related to this pack provide opportunities to explore and expand your skills and knowledge. The resources include:
-  [Digging Deeper \(140 KB\)](#)
  -  [Family Connections \(160 KB\)](#)
  -  [Resource Links \(170 KB\)](#)

**STEP 1:**  
**START**

**PRESENTATION SEQUENCE**



**FACILITATOR'S NOTES**

[2 min]



**Step 1 - Start**

**Facilitator:** *Imagine this...You are hiking in the woods, following a path. The path splits in two directions. You did not expect this and are not sure of which way to go.*



**Facilitator:** *How does this make you feel?*



Pause to briefly discuss how this situation makes participants feel.

Possible responses could include:

- Scared
- Uncertain
- Confused
- Adventurous

**Facilitator:** *What supports do you wish you had?*



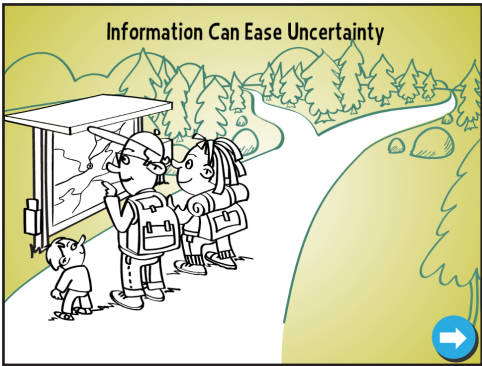


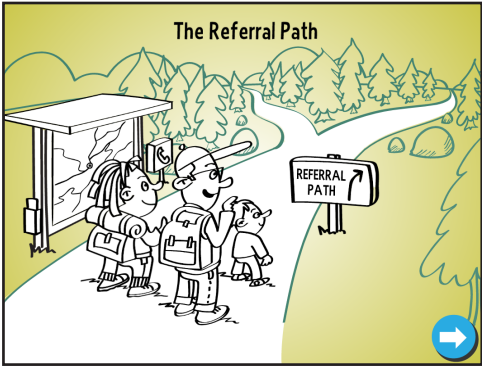


Pause to discuss what supports participants wish they had access to.

Possible responses could include:




- A map
- A directional sign or arrow
- A guide

**Facilitator:** *Now imagine people walk by and you ask them for directions. There also are information signs posted on the side of the trail. These signs include a map of the entire trail, indicators that tell how far you have gone, and signs that highlight key landmarks to look for as you are walking on the trail. You also notice that, every so often, you see an emergency call box.*




**STEP 1:**  
**START** *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
 <p>Information Can Ease Uncertainty</p>	<p><b>Facilitator:</b> <i>How do your feelings differ in the supported trail experience, compared to the trail without signs or directions?</i></p> <p> Pause to discuss the differences in feelings.</p> <p></p> <p><b>Facilitator:</b> <i>Information helps to ease uncertainty. When we are in situations that seem uncertain, it helps to have information about where to go and what to expect. It also helps to collaborate with someone knowledgeable and approachable to us, and to have the option of checking in with that person if questions arise along the way. Having a partner to help figure out where to go and what to look for can help ease uncertainty on an unfamiliar path.</i></p>
 <p>The Referral Path</p>	<p></p> <p><b>Facilitator:</b> <i>Families and teachers/providers collaborate to complete screening tools such as the Ages and Stages Questionnaires™ (ASQ™) or Developmental Indicators for the Assessment of Learning™ (DIAL™) to identify concerns about a child's development. When there is a concern, families and teachers/providers may decide together to refer the child for further evaluation.</i></p> <p> See the <i>Effective Assessment</i> pack, titled <i>Screening</i>, to learn more about developmental screening and how to collaborate with families through the screening process.</p>

**STEP 1:** *Continued*  
**START**

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="99 764 578 1134" style="border: 1px solid red; padding: 10px; text-align: center;">  <p>Collaborate with families to support them through the referral process for diagnostic evaluation.</p>  <p style="background-color: #4a7ebb; color: white; padding: 2px 5px; display: inline-block; border-radius: 5px;">Go to step 2: LEARN AND PRACTICE</p> </div>	<p><b>Facilitator:</b> <i>Teachers/providers play a critical role in providing supports for families as they move down the referral pathway, similar to the guide markers on the trail.</i></p> <p><i>Having a child referred for diagnostic evaluation may make families feel a lot like they are on an unknown path in the woods. Without support, families may feel lost and anxious.</i></p> <div data-bbox="646 716 769 764" style="border: 1px solid gray; border-radius: 10px; padding: 2px 5px; display: inline-block; margin-bottom: 10px;">CLICK </div> <p><b>Facilitator:</b> <i>Through effective collaboration, you can support families as they move through the referral process for diagnostic evaluation.</i></p>

**STEP 2:**  
**LEARN AND PRACTICE**

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div data-bbox="99 1472 578 1843" style="border: 1px solid green; padding: 10px; text-align: center;"> <p>Step <span style="background-color: #4a7ebb; color: white; border-radius: 50%; padding: 2px;">2</span></p>  <p>Discuss the child's developmental progress with the family and collaborate to reach a decision about referring the child for diagnostic evaluation.</p>  <div data-bbox="527 1795 570 1843" style="float: right; border: 1px solid blue; border-radius: 50%; padding: 2px 5px; width: 20px; height: 20px; text-align: center; line-height: 20px;">→</div> </div>	<p>[11 min] <div data-bbox="781 1451 904 1499" style="border: 1px solid gray; border-radius: 10px; padding: 2px 5px; display: inline-block; margin-right: 10px;">CLICK </div> <b>Step 2 - Learn and Practice</b></p> <p><b>Facilitator:</b> <i>Discuss the child's developmental progress with the family and collaborate to reach a decision about referring the child for diagnostic evaluation.</i></p> <p><i>Ongoing child assessment and developmental screening help teachers/providers and families identify possible concerns that may require diagnostic evaluation.</i></p> <p><i>Diagnostic evaluation is a collaborative evaluation process that involves families and</i></p>

**STEP 2:**  
**LEARN AND PRACTICE** *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
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**Facilitator:** *teachers/providers. The process is somewhat different for children younger than three than it is for preschoolers. Infants and toddlers in California are referred to a Regional Center for Early Start. Preschoolers are referred to the school district where they live.*

*The evaluation team may include a developmental specialist (for children from birth through three years old) or a school psychologist (for children from three to five years old) as well as several different professionals, depending on the child's needs. The evaluation team will collaborate with the family and the teacher/provider to begin the diagnostic evaluation process.*

*Families need support during the evaluation process. Teachers/providers play a critical role in supporting families throughout this process.*



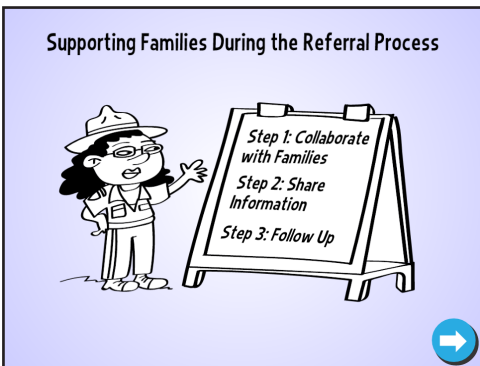
Ideally, a developmental screening is completed by families and teachers/providers for all children. When there are concerns about a child's development, whether or not a screening was completed, teachers/providers should immediately collaborate with families regarding a referral for diagnostic evaluation.



**Facilitator:** *There are three steps to supporting families as they move through the referral process for diagnostic evaluation:*

- *Step 1: Collaborate with Families*
- *Step 2: Share Information About the Referral Process*
- *Step 3: Follow Up with Families*

*You play a critical role in each step. Let's explore these steps more deeply.*





## STEP 2: LEARN AND PRACTICE *Continued*

### PRESENTATION SEQUENCE



### FACILITATOR'S NOTES

**Facilitator:** ***Step 1: Collaborate with Families***

*Just as a trail guide provides collaborative support by reaching out to people on the trail, you can collaborate with families to support them. Once concerns are noticed about a child, meet with family members to specifically discuss a referral for a diagnostic evaluation. Make sure there is plenty of time to discuss developmental information with families. Give family members time to offer their perspectives, ask questions, and process information.*

*Now let's practice Step 1.*



Refer to the handout.

📄 ***"Supporting Families Through the Referral Process"***

**Facilitator:** *Could someone read the scenario in the handout?*




### **Christopher**

Imagine that Christopher, a three-year-old child in your program, consistently uses only one-to-two-word utterances such as "want more" and "Mama." The family has shared concerns with you about Christopher's language use. You also have noticed Christopher does not play with other children in the classroom. Developmental screening conducted by the family and teacher/provider also indicates Christopher should be referred for a diagnostic evaluation.

**Facilitator:** *It is important to meet with the family in person to further discuss concerns about their child's development.*

**STEP 2:**  
**LEARN AND PRACTICE** *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<p><b>Facilitator:</b> <i>At this meeting:</i></p> <ul style="list-style-type: none"> <li>■ <i>Learn more about the family's concerns.</i></li> <li>■ <i>Ask specific questions about the family's observations at home.</i></li> <li>■ <i>Understand what supports the family has and what supports are needed.</i></li> <li>■ <i>Review the observation data you've collected about the child.</i></li> <li>■ <i>Review and discuss the results from the child's developmental screening, if it is completed.</i></li> <li>■ <i>Suggest that the family share developmental screening results with the child's medical home/pediatrician.</i></li> </ul> <p><i>Keeping in mind you want to find out family members' perspectives and experiences with Christopher before sharing information, what are some ways you could start the conversation with them? Record your ideas for open-ended questions on your handout.</i></p> <p> Pause briefly for participants to record their ideas. Invite responses from participants. Possible open-ended questions for family members in this scenario include:</p> <ul style="list-style-type: none"> <li>■ What kinds of things does Christopher tell you about?</li> <li>■ How do you know what Christopher wants?</li> <li>■ When Christopher is talking to you, what does that sound like?</li> <li>■ Can you describe how Christopher plays with other children?</li> <li>■ How would you describe Christopher's language development?</li> </ul>



**STEP 2:**  
**LEARN AND PRACTICE** *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
 <p>The illustration shows a woman in a hat talking to a family on a trail. Signs along the path include 'Why to call', 'Who to call', and 'What to say'. A blue arrow icon is in the bottom right corner of the illustration.</p>	<p><b>Facilitator:</b> <i>Starting with open-ended questions allows you to hear the family members' perspectives. Be sensitive to the family, and find out what supports are in place as well as what supports are needed. Keep in mind it may be painful for families to objectively consider that their child may have a developmental delay or disability. It may also be a relief someone has noticed and is validating their concerns. Maintaining a curious, open approach can help families feel comfortable discussing their child's learning and development with you.</i></p> <p><b>CLICK</b> </p> <p><b>Facilitator:</b> <b>Step 2: Share Information About the Referral Process</b></p> <p><i>Just as the information posted on the trail helped us feel better, providing information to parents will help them deal with uncertainty throughout the referral process. Although some communities are different, generally in California, you will be able to refer families to one of the following agencies:</i></p> <ul style="list-style-type: none"> <li>■ <i>Younger children (birth through three years old) should be referred to a Regional Center for Early Start.</i></li> <li>■ <i>Children who are three through five years old should be referred to their local school district for diagnostic evaluation.</i></li> </ul> <p><i>Before you meet with a family, take time to gather information so you can provide accurate details about:</i></p> <ul style="list-style-type: none"> <li>■ <i>Who the family should contact, including the agency's or school's name, phone number, address, and website, and a specific contact name, when possible.</i></li> <li>■ <i>Why they are calling—for example, to set up an appointment because they are concerned about their child's development.</i></li> </ul>

## STEP 2: LEARN AND PRACTICE *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
	<p><b>Facilitator:</b></p> <ul style="list-style-type: none"> <li>■ <i>What they can expect during and after the call. Families may be asked to provide the agency or school with personal information, such as the mother's pregnancy and childbirth history, medical records, or information related to other concerns the family may have.</i></li> <li>■ <i>How long it takes to complete the diagnostic evaluation. Typically the timeframes are 45 days for early intervention and 60 days for school districts to complete the evaluation and meet with families.</i></li> </ul> <p><i>As you share this information with families, reassure them you will be there to support them through the process. Providing information about the referral process before their evaluation appointments prepares families for what might happen, which can help reduce uncertainty. For example, evaluations may require more than one appointment, families may be asked to complete questionnaires, and the child may be seen by several different people.</i></p> <p><i>Now let's look at the examples in the Step 2 section of the handout, Supporting Families Through the Referral Process.</i></p> <p><b>Example 1:</b> <i>After observing a child over a period of time the teacher/provider comments, in a meeting with the family: "I noticed Christopher is not talking much. I think he might have a delay, maybe autism."</i></p> <p><b>Example 2:</b> <i>After the family completes a developmental screening the teacher/provider goes over the results with the family, shares observations they have, and identifies any concerns. Then the teacher/provider comments: "The screening indicates that Christopher may have a language delay. I'd like to refer him for a diagnostic evaluation. What do you think? I will help you with this process."</i></p>

**STEP 2:**  
**LEARN AND PRACTICE** *Continued*

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
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**Facilitator:** *With a partner, review the two examples. According to the information we just discussed, why is Example 2 a better way to approach the family?*



Pause for a moment to allow partners to discuss, and then invite participants to share. Possible responses include:

- Teachers are not qualified to make a diagnosis.
- Example 2 shares information about referrals.
- Example 1 is subjective.
- Example 2 considers the family's observations and needs/feelings.

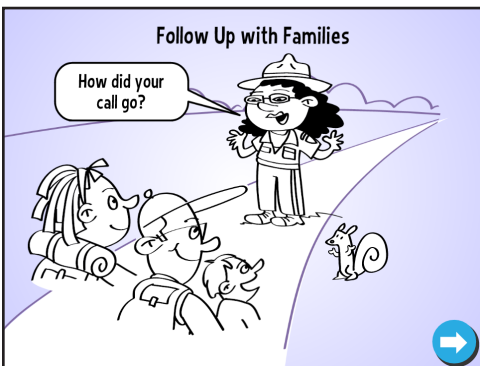
**Facilitator:** *Example 2 uses objective information and does not make a diagnosis. Only appropriately qualified diagnostics teams should make diagnostic statements about children. Example 2 also considers the family's perspective. Considering the family's perspective and staying objective will provide a more complete view of the child's development and help maintain a trusting relationship with the family.*







**Facilitator:** **Step 3: Follow Up with Families**

*Families need support throughout the entire referral process for a diagnostic evaluation and needed services. After a family has contacted the evaluation agency, collaborate with them to determine what supports they need and to answer questions such as:*








- *What happens after the referral is complete?*
- *Will our child still be able to attend this school/center if he has a disability?*
- *Where can we find additional information about our child's developmental needs?*



**STEP 2:**  
**LEARN AND PRACTICE** *Continued*

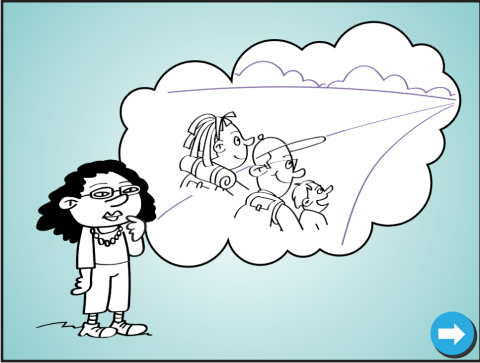
PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 2px solid red; padding: 10px; text-align: center;">  <p>You can help families navigate through the uncertainty of the referral process.</p>  <p style="background-color: #4a86e8; color: white; padding: 2px 5px; border-radius: 10px; display: inline-block;">Go to step 3: EXPAND</p> </div>	<p><b>Facilitator:</b> <i>Let's think of examples of how we could check in with parents after they have contacted the evaluation agency, for example, Regional Center for Early Start or school district. Write an idea in the Step 3 section of the Supporting Families Through the Referral Process handout. Share your idea with a partner.</i></p> <p> Pause for a moment to allow partners to discuss, and then invite participants to respond. Possible responses include:</p> <ul style="list-style-type: none"> <li>■ How did your call to the school district go? What types of support did they offer?</li> <li>■ Do you have any questions after you contacted the center? Are there any supports that you feel you need?</li> </ul> <p> <b>Facilitator:</b> <i>Supporting families through the referral process is time well spent. As teachers/providers, you can help families navigate through the uncertainty of the process and help them find answers to their questions.</i></p>

**STEP 3:**  
**EXPAND**

PRESENTATION SEQUENCE	FACILITATOR'S NOTES
<div style="border: 2px solid green; padding: 10px; text-align: center;"> <p>Step 3</p>  <p>Reflect on your collaboration with families.</p>   </div>	<p>[2 min]  <b>Step 3 - Expand</b></p> <p> Refer to the handout.   <b>"Reflecting on the Referral Process"</b></p> <p><b>Facilitator:</b> <i>Now let's reflect on your collaboration with families who are referred for diagnostic evaluation.</i></p> <p></p>

**STEP 3:**  
**EXPAND** *Continued*

**PRESENTATION SEQUENCE**



**FACILITATOR'S NOTES**

**Facilitator:** *Identify one or two ways you can strengthen your communication and collaboration with families when discussing concerns from the developmental screening results.*

*Consider what information would be helpful to share with families who are beginning a diagnostic evaluation process for their child. Take a moment to share your ideas with the person next to you.*



Pause for a moment to allow partners to discuss.



**Facilitator:** *Families can feel uncertain during the evaluation process. It is important you are able to collaborate with families and share information as they move through a diagnostic evaluation.*



**Collaborate with families and share information as they move through a diagnostic evaluation process.**




**THIS PD2GO PACK WAS INFORMED BY THE FOLLOWING RESOURCES:**

California Department of Education. (2004). Reasons for concern brochure. Retrieved from [http://www.dds.ca.gov/earlystart/docs/ReasonsForConcern\\_English.pdf](http://www.dds.ca.gov/earlystart/docs/ReasonsForConcern_English.pdf)

State of California. (2015). Prevention program home page. Retrieved from <http://www.dhcs.ca.gov/services/chdp/Pages/default.aspx>