

The Devereux Early Childhood Assessment Program for Infants and Toddlers (DECA-I/T)



The Devereux
Early Childhood
Assessment
(DECA)
Infant/Toddler
Program
(birth to three)



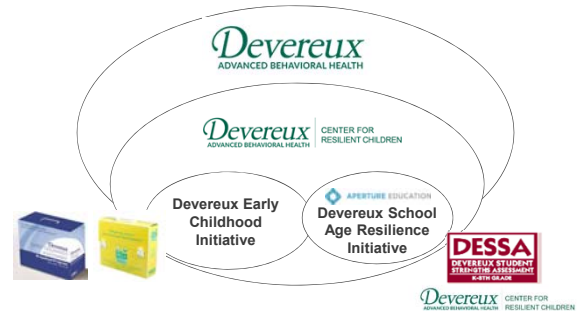
Helping children bounce back!

Devereux
ADVANCED BEHAVIORAL HEALTH

CENTER FOR
RESILIENT CHILDREN

Promote social and emotional development, foster
resilience, and build skills for school and life success in all
children from birth through school-age, as well as to promote
the resilience of the adults who care for them.

Devereux Center for Resilient Children



Resilience

“Life is a
journey, pack
carefully”



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Every child is born with a “suitcase”.



The suitcase is wide open and
READY to be packed!

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Social and
emotional
health in the
suitcase
now...



Resilience
for life's
journey
forever!

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Resilience Defined

The ability to recover from or adjust to misfortune or change

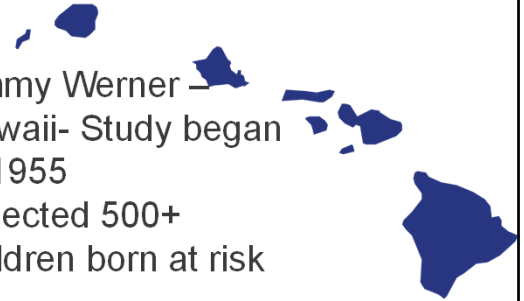
The ability to bounce back



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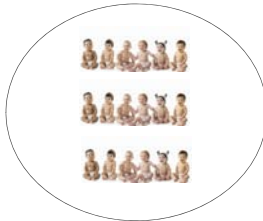
Resilience Theory

Emmy Werner
Hawaii- Study began
in 1955
Selected 500+
children born at risk



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2/3 had significant
negative life problems



but 1/3 did not!
They had positive
outcomes!

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1/3



“lived well,
loved well,
played well &
expected well”

What characterized these babies?

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Self-starters

Comfort-seekers

Leaders

Hopeful

Adventurous

Creative

Problem Solvers

Optimism

Autonomous

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Risk Factors Defined

“Biological or psychosocial hazards that increase the likelihood of a negative developmental outcome in a group of people.” (Emmy Werner, 1992)

- Danger or adversity
- Unsafe or unhealthy circumstances



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Many of the risk factors we have discussed are connected to...



A. Adverse
C. Childhood
E. Experiences

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ACEs often last a lifetime . . .



But they don't have to. Recovery and healing CAN occur. The cycle can be broken!

www.acestoohigh.com

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Protective Factors Defined

Resources, processes, or characteristics that help an individual buffer risk and build resilience.

(from *Promoting Resilience in Preschoolers: A Strategies Guide for Early Childhood Professionals*, 2012)

- Things that help guard children from unsafe or unhealthy influences
- Help us overcome risk factors

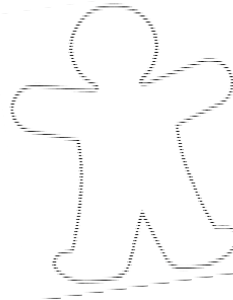


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Within-Child

Within-Child Risk Factors

What is "inside" the suitcase from birth or packed very early in life that can create challenges from the inside out?



Within-Child Protective Factors

What is "inside" the suitcase from birth or packed very early in life that can promote well-being from the inside out?

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Within-Child Protective Factors Measured by the DECA

Infant (4 weeks-18 months)

- Initiative
- Attachment/Relationships

Toddler (18 months -36 months)

- Initiative
- Attachment/Relationships
- Self-Regulation

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DECA-I/T Definitions and Behaviors



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Devereux Early Childhood Assessment for Infants (DECA-I)

The DECA for Infants is designed to build these two Within-Child Protective Factors:

INITIATIVE

The infant's ability to use independent thought and action to meet his or her needs.

- Try to do new things
- Imitate actions of others
- Keep trying when unsuccessful
- Show interest in what others are doing
- Adjust his or her energy level to the type of play
- Act happy when praised
- Explore surroundings
- Express his or her dislikes
- Reach for a familiar adult
- Respond to his or her name
- React to another child's cry
- Keep trying to obtain a toy
- Act in a way that makes others show interest
- Easily go from one activity to another
- Seek attention when a familiar adult is with another child
- Enjoy being around other children
- Look to familiar adult when exploring his or her surroundings

Infants:
One to 18 Months Old



ATTACHMENT/RELATIONSHIPS

The mutual, strong, long-lasting relationship between an infant and significant adults such as parents, family members, and teachers.

- Act happy with familiar adults
- Show pleasure when interacting with adults
- Accept comfort from a familiar adult
- Smile at familiar adults
- Act happy
- Respond positively to adult attention
- Smile back at a familiar adult
- Calm down with help from a familiar adult
- Make eye contact with others
- Act in a good mood
- Seek comfort from familiar adults
- Show affection for a familiar adult
- Enjoy being cuddled
- Enjoy interacting with others
- Respond when spoken to





Devereux Early Childhood Assessment for Toddlers (DECA-T)

The DECA for Toddlers is designed to build these three Within-Child Protective Factors:

ATTACHMENT/RELATIONSHIPS

The mutual, strong, long-lasting relationship between a toddler and significant adults such as parents, family members, and teachers.

- Show affection for familiar adults
- Smile at familiar adults
- Act happy with familiar adults
- Show pleasure when interacting with adults
- Smile back at familiar adults
- Seek comfort from familiar adults
- Express a variety of emotions
- Reach for familiar adults
- Make needs known to a familiar adult
- Accept comfort from a familiar adult
- Act happy when praised
- Make eye contact with others
- Make others aware of his or her needs
- Show interest in his or her surroundings
- Respond to his or her name
- Respond to his or her name
- Respond to name when spoken to
- Enjoy being cuddled
- Enjoy interacting with others

Toddlers:
18 to 36 Months Old

SELF-REGULATION

The toddler's ability to actively control arousal and his or her response to it.

- Handle frustration well
- Accept another choice when the first choice is not available
- Adjust to changes in routine
- Calm him or herself
- Easily follow a daily routine
- Have regular sleeping patterns
- Easily go from one activity to another

INITIATIVE

The toddler's ability to use independent thought and action to meet his or her needs

- Show concerns for other children
- Try to comfort others
- Play make-believe
- Try to clean up after him or herself
- Show preference for a particular playmate
- React to another child's cry
- Ask to do new things
- Play with other children
- Participate in group activities
- Try to do new things for him or herself
- Follow simple directions



Resilience is made of ordinary rather than extraordinary processes.



Ordinary Magic!
- Ann Masten

What do all of these behaviors have in common?



Strength-Based

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I/T



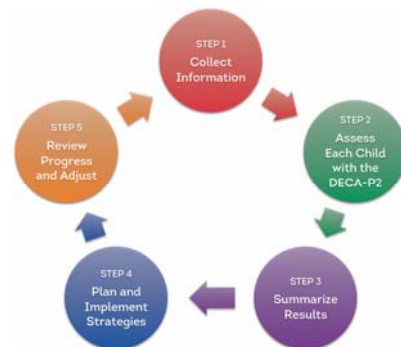
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Step 1 – Collecting Information

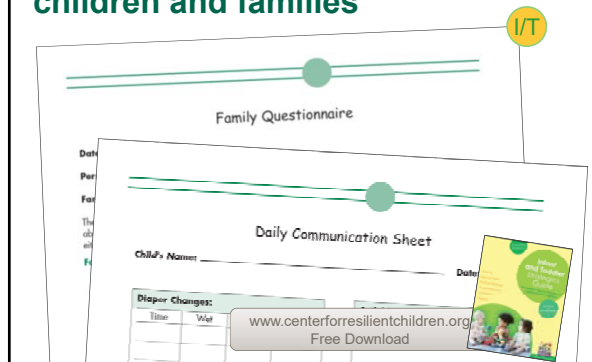
Step 1 – Collect Information

STEP 1 Collect Information

- Get to know each child and family
- Conduct observations
- Complete the Reflective Checklists

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DECA-I/T tools to help get to know children and families



Step 1 – Collect Information

STEP 1 Collect Information

- Get to know each child and family
- Conduct observations
- Complete the Reflective Checklists

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How long should you know a child before you do an assessment on them?



Four
Weeks

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DECA-I/T Observation Tool

Observe (“study”) children with your social and emotional lenses on before you assess (“test”) them!



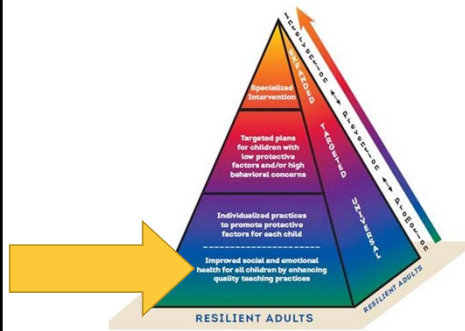
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STEP 1 Collect Information

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- Conduct observations
- Complete the Reflective Checklists

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Quality impacts social and emotional health



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DECA-I/T Reflective Checklists (4) C.A.R.E.

I/T



www.centerforresilientchildren.org
Free Download

Reflective Checklist for Home Settings



www.centerforresilientchildren.org
Free Download

When?

- Use the Reflective Checklists at the beginning of the new program year to help set up your classroom and establish practices that will allow all children to develop and learn.
- Use the Reflective Checklists throughout the year to check up on teaching practices as children develop, learn and change.



Who?



- Teachers
- Team
- Supervisors
- Families
- No one should use the RC to grade or evaluate, this tool should be used to REFLECT!

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Step 2 – DECA Assessment

Step 2 – Assess Each Child with the DECA

STEP 2
Assess
Each Child
With the
DECA

- Complete the DECA on every child in the group/classroom, and encourage families to rate their child as well.
- Score the DECA and plot the results on the Individual Child Profile OR Review Single Rating Report

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Why do we do assessments?

1. To make sound decisions about teaching and learning
2. To identify significant concerns that may require focused intervention for individual children
3. To help programs improve their educational and developmental interventions



4. 7039460614

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DECA-I/T Definition

The DECA-I/T is a reliable and valid behavior rating scale used to assess protective factors and to screen for social and emotional risks in very young children.

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Standardization sample should be:

- Large
- Inclusive
- Diverse
- Representative

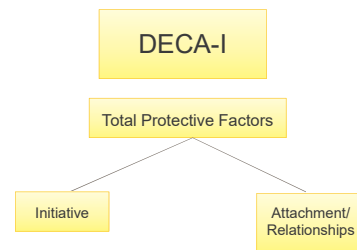


The DECA Assessments:

- Meets or exceed professional standards
- Matches the U.S. Census Data for characteristics like gender, ethnicity and socio-economic status.

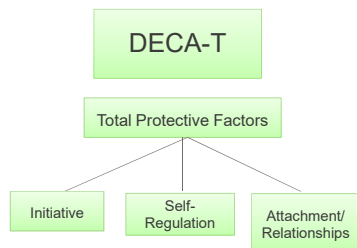
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DECA Infant Scales Structure



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T DECA Toddler Scales Structure



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PROTECTIVE
FACTORS

BEHAVIOR
CONCERNS

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DECA Raters

- Parents or Guardians, Teachers
- Must know the child for 4 weeks (minimum of 2-3 hours/day for 2-3 days/week)
- Read/understand English/Spanish at the 6th grade reading level
- If the rater does not read English or Spanish at about the 6th grade level, the DECA-I/T can be read to him/her.
- If a rater does not read/understand English or Spanish, a translator may be used to obtain information, but the DECA-I/T should not be scored.



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Parent Resource



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DECA User/Interpreter



- The individual who will score and interpret the DECA
- Both DECA Raters and the DECA Interpreter are part of the planning process

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DECA Rater Criteria for Home Visitors

Devereux strongly recommends that a home visitor must wait a minimum of 4 weeks before conducting the rating, but that the number and length of visits within that period of time might vary. The most important question for the home visitor to be able to answer is:

“Do I feel that I know the child well enough to confidently respond to the questions on the record form?”

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Paper Scoring

Shana 10 months



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Devereux Early Childhood Assessment for Infants
Record Form
(1 month up to 18 months)

Mary Mackrain, Paul LeBuffle and Gregg Powell

Infant's Name: SHANA LEE Gender: Female DOB: 10/17/05 Age: 12 Months
Person Completing this Form: Mrs. Kari Relationship to Infant: Teacher (in Month)
Date of Rating: 12/19/06 Site/Program: ABC Childcare Room: B

Item #	During the past 4 weeks, how often did the infant...	Never	Rarely	Sometimes	Frequently	IN	A/R
1	try to do new things?	0	1	2	3	4	2
2	respond when spoken to?	0	1	2	3	4	3
3	imitate actions of others?	0	1	2	3	4	2
4	enjoy interacting with others?	0	1	2	3	4	3
5	keep trying when unsuccessful?	0	1	2	3	4	2
6	enjoy being cuddled?	0	1	2	3	4	4
7	show affection in what others were doing?	0	1	2	3	4	2
8	show affection for a familiar adult?	0	1	2	3	4	4
9	notice changes in surroundings?	0	1	2	3	4	3
10	seek comfort from familiar adults?	0	1	2	3	4	3
11	adjust her/his energy level to the type of play?	0	1	2	3	4	2
12	act in a good mood?	0	1	2	3	4	4

Scale Raw Score: 44 T Score: 55 Percentile: 43 Description: Typical/Borderline Typical

Total Protective Factors (TPF): 98 T Score: 49 Percentile: 46 Description: Typical

9 months up to 18 months			
Initiative	Self-Regulation	Protective Factors	T-Score
1	1	1	1
2	1	1	1
3	1	1	1
4	1	1	1
5	1	1	1
6	1	1	1
7	1	1	1
8	1	1	1
9	1	1	1
10	1	1	1
11	1	1	1
12	1	1	1
13	1	1	1
14	1	1	1
15	1	1	1
16	1	1	1
17	1	1	1
18	1	1	1

Paper Scoring

Michael T
21 months



18 months up to 36 months			
Initiative	Self-Regulation	Protective Factors	T-Score
1	1	1	1
2	1	1	1
3	1	1	1
4	1	1	1
5	1	1	1
6	1	1	1
7	1	1	1
8	1	1	1
9	1	1	1
10	1	1	1
11	1	1	1
12	1	1	1
13	1	1	1
14	1	1	1
15	1	1	1
16	1	1	1
17	1	1	1
18	1	1	1

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Toddler's Michael Adams Gender MALE DOB 5.1.07 Age 21 MONTHS
 Person Completing this Form Donna Smith Relationship to Toddler Aunt
 Date of Rating 2-1-09 Site/Program Bears Childcare Room Toddler

Scale Raw Score	Initiative (I)	Self-Regulation (SR)	Total Protective Factors (TPF)
74	26	13	10
T-Score	51	34	39
Percentile	3	18	4
Description	Area of Need	Area of Need	Area of Need

Item # During the past 4 weeks, how often did the toddler...

Item #	Never	Rarely	Occasionally	Frequently	A/R	IN	SR
1	0	1	2	3	4		
2	0	1	2	3	4		
3	0	1	2	3	4		
4	0	1	2	3	4		
5	0	1	2	3	4		
6	0	1	2	3	4		
7	0	1	2	3	4		
8	0	1	2	3	4		
9	0	1	2	3	4		
10	0	1	2	3	4		
11	0	1	2	3	4		
12	0	1	2	3	4		
13	0	1	2	3	4		
14	0	1	2	3	4		
15	0	1	2	3	4		
16	0	1	2	3	4		
17	0	1	2	3	4		
18	0	1	2	3	4		

18 months up to 36 months			
Initiative	Self-Regulation	Protective Factors	T-Score
1	1	1	1
2	1	1	1
3	1	1	1
4	1	1	1
5	1	1	1
6	1	1	1
7	1	1	1
8	1	1	1
9	1	1	1
10	1	1	1
11	1	1	1
12	1	1	1
13	1	1	1
14	1	1	1
15	1	1	1
16	1	1	1
17	1	1	1
18	1	1	1

Standard Scores

- Percentiles: Percent of children receiving the same or lower score
- T-scores: Mean is 50, Standard Deviation is 10
- Description Ranges:

Protective Factor Descriptions

- T-scores of 60 and above = **strengths**
- T-scores of 41-59 = **typical**
- T-scores of 40 and below = **area of need**

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Step 3 – Summarize Results

Step 3 – Summarize Results

STEP 3 Summarize Results

- Complete the group profile
- Prepare for group planning
- Prepare for individual child planning

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Devereux Early Childhood Assessment for Infants and Toddlers:
Group Care Profile

Teacher's Name: Ms. [unclear] Classroom: BEARS

Name	ID	1st DECA I/T Administration				2nd DECA I/T Administration				3rd DECA I/T Administration			
		A/R	IN	SR		A/R	IN	SR		A/R	IN	SR	
MICHAEL A.													
MARCOLO G.													
TANISHA J.													
KAREN L.													
MATTHEW M.													
EMICA O.													
SCOTTIE P.													
JOSHUA T.													

Total Number of Children in Classroom: _____

Number of children RED (Area of Need): _____

Number of children BLUE (Typical): _____

Number of children GREEN (Strength): _____

SCALE LEGEND
A/R – Attachment/Relationships
IN – Initiative
SR – Self-Regulation

COLOR CODING LEGEND
RED – Protective factor T-scores 40 and below and behavioral concerns 60 and above
BLUE – Protective factor T-scores between 41-59 inclusive
GREEN – Protective factor T-scores 60 and above

How will the group/classroom profile support planning?

1. Using and celebrating children's strengths
2. Working on areas in need of support
3. Appropriately pairing and grouping children
4. Turning "typicals" into strengths
5. Individualizing for each child as a unique and special part of the group

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Now you have...

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You have everything you need to get planning with your social and emotional lenses on!



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Step 4 – Planning Universal

Step 4 – Plan and Implement Strategies

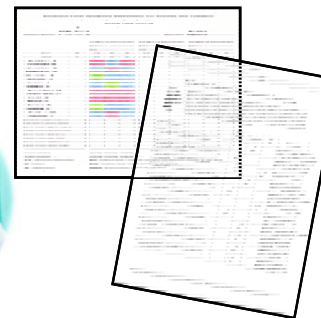
STEP 4 Plan and Implement Strategies

- Plan for the group
- Plan for each individual child

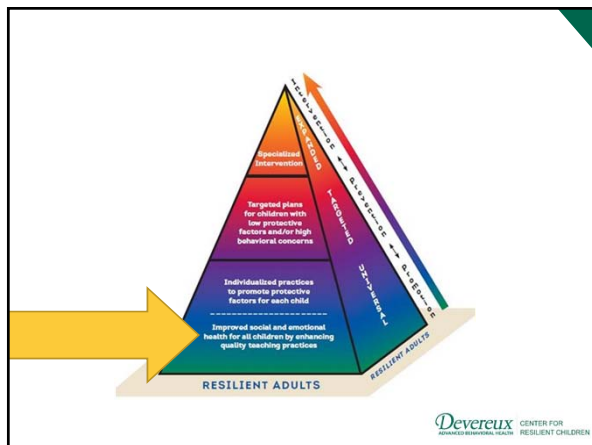
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Michael's Group Planning

Michael T
21 months



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Devereux Early Childhood Assessment for Infants and Toddlers:
Group Care Profile

Teacher's Name: **Mrs. Ruiz**

Date: _____

Name	ID	A/R	IN	SR
MICHAEL A				
MARCELO G				
TANISHA J				
KAREN L				
MATTHEW M				
ERICK O				
SCOTT P				
JOSHUA T				

Total Number of Children in Classroom: _____

Number of children RED (Area of Need): _____

Number of children BLUE (Typical): _____

Number of children GREEN (Strength): _____

SCALE LEGEND
A/R—Attachment/Relationships
IN—Inductive
SR—Self-Regulation

COLOR CODING LEGEND
RED—Protective factor T-scores 40 and below and below 40 and above
BLUE—Protective factor T-scores between 41-59 inclusive
GREEN—Protective factor T-scores 60 and above

Now what?



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DECA Planning for the Group

DECA planning for the group involves supporting the universal level of the pyramid by: (1) improving social and emotional quality of teaching/caregiving practices; (2) individualizing to promote each child's protective factors.

Strengths for GROUP planning

- Review the Group/Classroom Profile and remember that each child's strengths are uniquely part of the environment
- Identify strengths from Reflective Checklist items marked "Almost Always" and "Sometimes"
- Review observations and other information gathered on caregiving/teaching practices for other strengths

Goals (areas for growth) for GROUP planning

- Review the Group/Classroom Profile and remember that each child's needs are uniquely part of the environment
- Pick goals from Reflective Checklist items marked "Not Yet" and "Sometimes"
- Review observations and other information gathered on caregiving/teaching practices to find other areas for growth

To select a goal: (1) Get input from team (2) Identify trends or themes (3) Be reasonable (1-2 goals at a time)

Strategies for GROUP planning

- Implement your own ideas
- Gather ideas from others
- Use DECA Classroom Strategies

DECA planning for the group involves supporting the universal level of the pyramid by: (1) Improving social and emotional quality of teaching/caregiving practices. (2) Individualizing to promote each child's protective factors.

Strengths for GROUP planning

- Review the Group/Classroom Profile and remember that each child's strengths are uniquely part of the environment
- Identify strengths from Reflective Checklist items marked "Almost Always" and "Sometimes"
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- Review observations and other information gathered on caregiving/teaching practices to find other areas for growth.

*To select a goal: (1) Get input from team (2) Identify trends or themes
(3) Be reasonable (1-2 goals at a time)*

Strategies for GROUP planning

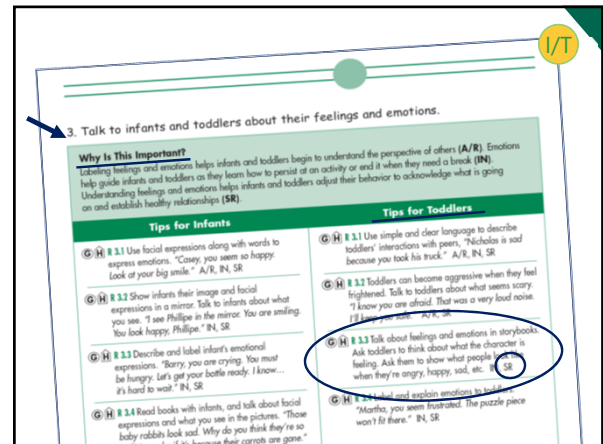
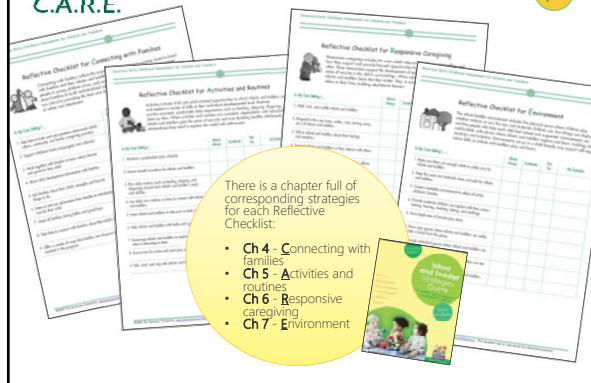
- Implement your own ideas.
- Gather ideas from others.
- Use the DECA Preschool Classroom Strategies Guide:
 - Chapters 4-8
- DECA I/T Strategies Guide:
 - Chapters 4-7
- Find family-friendly strategies in For Now and Forever Guide.
- Use other quality social and emotional tools and resources.
- Build on the strengths or emerging strengths of caregiving/teaching practices to help develop new strategies.



To ensure the strategy is a success be sure to identify: (1) Who will do it (2) When it will be done (3) How it will fit into the daily plan (4) When will it be reviewed and adjusted.

DECA-I/T Reflective Checklists (4) C.A.R.E.

I/T



Universal Resilience Building Strategies

Goal

- R3 - Talk to infants and toddlers about their feelings and emotions.

Strategy

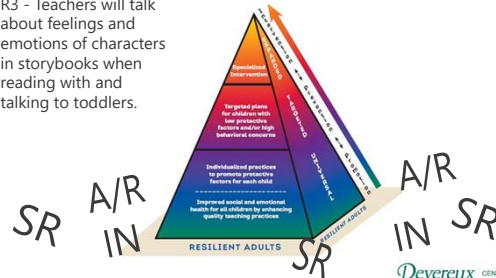
R3 - Teachers will talk about feelings and emotions of characters in storybooks when reading with and talking to toddlers.

To ensure the strategy is a success be sure to identify: (1) Who will do it (2) When it will be done (3) How it will fit into the daily plan (4) When will it be reviewed and adjusted.

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How will this strategy help Michael and all children in his group?

R3 - Teachers will talk about feelings and emotions of characters in storybooks when reading with and talking to toddlers.



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Universal resilience strategies support a trauma-sensitive environment



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When you look at the day through your social and emotional lenses you will find many ways to sprinkle protective factor building throughout the day!



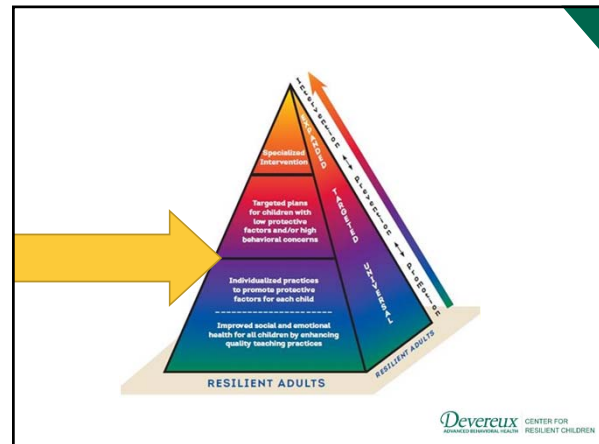
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Step 4 – Plan and Implement Strategies

STEP 4 Plan and Implement Strategies

- Plan for the group
- Plan for each individual child

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What is the difference between individualizing and targeted planning?

Individualizing – for ALL children

- Some children already have “muscles” that we need to continue to help strengthen and maintain.



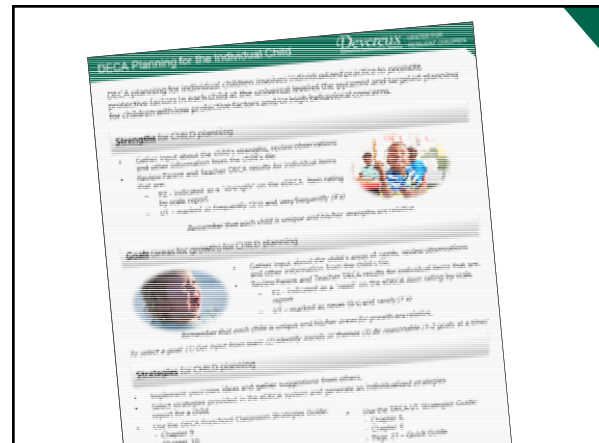
Targeting – for children with needs

- Some children need help building “muscles” that are not yet developed.

- Frequency
- Intensity
- Duration



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Who are our partners in the planning process?

- Teachers
- Parents / Guardians
- Family members
- Teaching Assistants
- Administrators
- Specialists



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Area of Need	TYPICAL	STRENGTH	Baseline Data				18 months up to 36 months				36 months up to 60 months			
			Frequency	Intensity	Duration	Percentage	Frequency	Intensity	Duration	Percentage	Frequency	Intensity	Duration	Percentage
Area of Need	TYPICAL	STRENGTH	10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
Area of Need	TYPICAL	STRENGTH	10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
Area of Need	TYPICAL	STRENGTH	10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10
			10	10	10	10	10	10	10	10	10	10	10	10

DECA planning for individual children involves individualized practice to promote protective factors in each child at the universal level of the pyramid and targeted planning for children with low protective factors and/or high behavioral concerns.

Strengths for CHILD planning

- Gather input about the child's strengths, review observations and other information from the child's file.
- Review Parent and Teacher DECA results for individual items that are:
 - P2 - indicated as a "strength" on the eDECA item rating by scale report
 - I/T – marked as frequently (3's) and very frequently (4's)



Remember that each child is unique and his/her strengths are relative.

Goals (areas for growth) for CHILD planning



- Gather input about the child's areas of needs, review observations and other information from the child's file.
- Review Parent and Teacher DECA results for individual items that are:
 - P2 - indicated as a "need" on the eDECA item rating by scale report
 - I/T – marked as never (0's) and rarely (1's)

Remember that each child is unique and his/her areas for growth are relative.

To select a goal: (1) Get input from team (2) Identify trends or themes (3) Be reasonable (1-2 goals at a time)

Strategies for CHILD planning

- Implement your own ideas and gather suggestions from others.
- Select strategies provided in the eDECA system and generate an individualized strategies report for a child.
- Use the DECA Preschool Classroom Strategies Guide:
 - Chapter 9
 - Chapter 10
 - Appendix D
- Use the DECA I/T Strategies Guide:
 - Chapter 8
 - Chapter 9
 - Page 21 – Quick Guide
- Find family-friendly strategies in For Now and Forever Guide.
- Use other quality social and emotional tools and resources.
- Build on the strengths or emerging strengths of caregiving/teaching practices to help develop new strategies.

To ensure the strategy is a success be sure to identify: (1) Who will do it (2) When it will be done (3) How it will fit into the daily plan (4) When will it be reviewed and adjusted

Devereux Early Childhood Assessment for Toddlers Record Form (18 months up to 36 months)

Mary Mackrain, Paul LeBuffe and Gregg Powell

Toddler's Name Michael Adams , Gender MALE DOB 5.1.07 Age 21 MONTHS
 Person Completing this Form Donna Smith Relationship to Toddler AUNT - FOSTER MOTHER (In Months)
 Date of Rating 2-2-09 Site/Program Bears Child Care Room Toddler

	Attachment/Relationships (A/R)	Initiative (IN)	Self-Regulation (SR)
Scale Raw Score	44	26	13
T Score	31	+ 41	+ 34
Percentile	3	18	6
Description	Area of need	Typical Borderline	Area of Need

Total Protective Factors (TPF)	
106	Sum
39	T Score
6	Percentile
	Description

Item # *During the past 4 weeks, how often did the toddler...*

- 1 enjoy interacting with others?
- 2 show affection for a familiar adult?
- 3 adjust to changes in routine?
- 4 seek comfort from familiar adults?
- 5 makes needs known to a familiar adult?
- 6 act happy with familiar adults?
- 7 show interest in her/his surroundings?
- 8 respond when spoken to?
- 9 show concern for other children?
- 10 try to comfort others?
- 11 act happy when praised?
- 12 participate in group activities?
- 13 make eye contact with others?
- 14 enjoy being cuddled?
- 15 smile back at a familiar adult?
- 16 ask to do new things?
- 17 reach for a familiar adult?
- 18 respond to her/his name?
- 19 react to another child's cry?
- 20 smile at familiar adults?
- 21 easily go from one activity to another?
- 22 show pleasure when interacting with adults?
- 23 handle frustration well?
- 24 makes others aware of her/his needs?
- 25 accept comfort from a familiar adult?
- 26 play make-believe?
- 27 follow simple directions?
- 28 show preference for a particular playmate?
- 29 try to clean up after herself/himself?
- 30 easily follow a daily routine?
- 31 play with other children?
- 32 try to do things for herself/himself?
- 33 calm herself/himself?
- 34 accept another choice when the first choice was not available?
- 35 have regular sleeping patterns?
- 36 express a variety of emotions (e.g. happy, sad, mad)?

[illegible]

Scale Raw Scores 44 26 13

DECA Mary Mackrain, Paul LeBuffle and Gregg Powell

Toddler's **Michael Adams** Gender **MALE** DOB **5.1.07** Age **21 MONTHS**
 Person Completing this Form **Donna Smith** Relationship to Toddler **Mom**
 Date of Rating **2-2-09** Site/Program **Bears Child Care** Room **Toddler**

Scale Raw Score	Attachment/Relationships (A/R)	Initiative (I/N)	Self-Regulation (S/R)	Total Protective Factors (T/PF)
T Score	44	46	43	106
Percentile	3	15	6	3
Description	At risk of need	Approaching	At risk of need	At risk of need

Item # During the past 4 weeks, how often did the toddler...

Item #	Never	Rarely	Sometimes	Frequently	Always	A/R	I/N	S/R
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								

Infant and Toddler 3's and 4's

DECA Mary Mackrain, Paul LeBuffle and Gregg Powell

Toddler's **Michael Adams** Gender **MALE** DOB **5.1.07** Age **21 MONTHS**
 Person Completing this Form **Donna Smith** Relationship to Toddler **Mom**
 Date of Rating **2-2-09** Site/Program **Bears Child Care** Room **Toddler**

Scale Raw Score	Attachment/Relationships (A/R)	Initiative (I/N)	Self-Regulation (S/R)	Total Protective Factors (T/PF)
T Score	44	46	43	106
Percentile	3	15	6	3
Description	At risk of need	Approaching	At risk of need	At risk of need

Item # During the past 4 weeks, how often did the toddler...

Item #	Never	Rarely	Sometimes	Frequently	Always	A/R	I/N	S/R
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								

Infant and Toddler 0's and 1's (sometimes 2's)

Individual Resilience Building Plan

Goal

□ Easily follows the daily routine / Flexibility.

Strategy

To ensure the strategy is a success be sure to identify: (1) Who will do it (2) When it will be done (3) How it will fit into the daily plan (4) When will it be reviewed and adjusted.

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Strategies for CHILD planning

- Implement your own ideas and gather suggestions from others.
- Select strategies provided in the eDECA system and generate an individualized strategies report for a child.
- Use the DECA Infant Toddler Strategies Guide:
 - Chapter 8
 - Chapter 9
 - Page 21 – Quick Guide
- Find family-friendly strategies in *For Now and Forever* Guide.
- Use other quality social and emotional tools and resources.
- Build on the strengths or emerging strengths of caregiving/teaching practices to help develop new strategies.

To ensure the strategy is a success be sure to identify: (1) Who will do it (2) When it will be done (3) How it will fit into the daily plan (4) When will it be reviewed and adjusted

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9

Building Individual Children's Protective Factors

No strategies in this chapter are useful for all children, but they are especially useful for children who may need extra support in attachment and relationships, initiative, and self-regulation. There is no one strategy that fits all! Each child is unique, and when considering a particular strategy, caregivers should examine whether it fits the child's strengths, temperament, culture, and developmental skills.

Strategies for Building Attachment and Relationships

Relationships that lead to healthy attachment require effort on the part of both the child and the adult. Secure attachment is a loving, long-lasting, mutual bond that occurs between the child and familiar caregivers. The following strategies are suggestions of best practices that, depending on the

Strategies for Building Self-Regulation

Self-regulation includes a child's growing ability to gain control of bodily functions, handle emotions, focus and pay attention. It also includes a child's developing capacity to control their arousal and response to people, places and things in their world. Self-regulation is developed through the ongoing, nurturing, and consistent care that adults share with infants and toddlers. Self-regulation skills build throughout early childhood, and these skills need to be carefully supported by the adults in children's lives. The following strategies are suggestions of best practices that, depending on the child, can support the skills children need to develop and enhance self-regulation.

1. Redirection. Redirection is a technique adults can use to gently guide a child or a toddler to a more acceptable behavior or activity. Infants in particular often need redirection in the environment that is not safe, they should remove the item or redirect the child to something more interesting.

How Can I Do Redirection?

Follow these simple steps:

- First, acknowledge the child's feelings. "Brady, I know you are upset because you cannot go outside."
- Second, explain in simple terms why the child cannot have what he

Individual Resilience Building Plan

Goal

☐ Easily follows the daily routine / Flexibility.

Strategy

☐ Redirection

- First, acknowledge the child's feelings. "Ready, I know you are upset because you cannot go outside."
- Second, explain in simple terms why the child cannot have what he wants at this time. "It is cold and raining outside."
- Finally, redirect the child by showing him other things he can play with or do. "If you want to climb, why don't we hold hands to climb up the stairs?"

To ensure the strategy is a success be sure to identify: (1) Who will do it (2) When it will be done (3) How it will fit into the daily plan (4) When will it be reviewed and adjusted.

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Make sure DECA's have arms and legs so that social emotional strengths and needs walk around the room!

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Step 4 – Planning with Families

"Working hand-in-hand with families and their children to build individualized and intentional experiences for all children."

(from Promoting Resilience in Preschoolers: A Strategies Guide for Early Childhood Professionals, 2012)

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Quality Family Partnership Asks Us To:

- Recognize families are central
- Respect each families unique culture
- Listen more than talk
- Stay curious and avoid assumptions
- Build on a child and family's strengths
- Be ready to learn and avoid being the expert
- Respect that families decide the amount of help they receive
- Create and support strategies that make sense and have a natural fit
- Acknowledge that more is not always better

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Planning Meeting with Families

Team Planning Meeting Reflection Questions

Use this form in **Step 4** to help prepare families for a planning meeting.

Our planning meeting for your child is scheduled for _____

Our program is committed to helping all children be the best they can be. Having strong social skills and being able to cope with emotions is at the core of being happy, healthy, and successful in life. During our meeting we will review your child's DECA-P2 assessment and successful in life. Together, we will explore your child's strengths and some Behavioral Concerns scale. Together, we will explore your child's strengths and some Behavioral Concerns scale. Together, we will explore your child's strengths and some Behavioral Concerns scale. Together, we will explore your child's strengths and some Behavioral Concerns scale.

Below are some of the questions we are going to discuss during the meeting. We know that you know your child best. Please feel free to add any comments or additional questions to this list. We look forward to planning together to build up your child's strengths.

www.centerforresilientchildren.org
Free Download

1. Describe some of your child's strengths, likes, and interests:

"Understanding of our fellow human beings... becomes fruitful only when it is sustained by sympathetic feelings in joy and sorrow."

- Albert Einstein



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Step 5 – Evaluate Progress

Step 5 – Review Progress and Adjust

STEP 5
Review
Progress
and Adjust

- Monitor the effectiveness of group and individual plans
- Adjust plans as necessary

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Qualitative



Quantitative

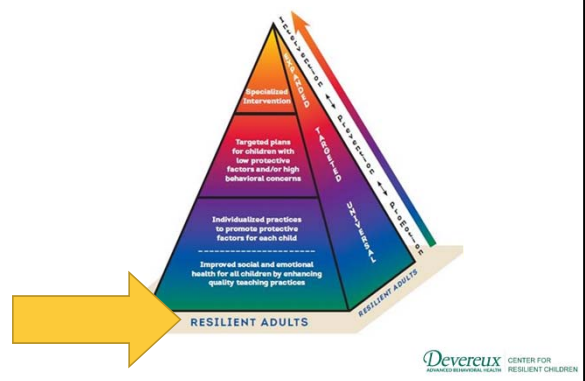
Stay motivated to bathe children in opportunities to build their protective factors by keeping your social emotional lenses on at all times!



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Adult Resilience

Three-Tiered Approach



“The expectation that we can be immersed in suffering and loss daily and not be touched by it is as unrealistic as expecting to be able to walk through water without getting wet.” – Rachel Remen



When your pitcher is empty (compassion fatigued)...



- Take children's behavior personally
- Have self-doubt
- Put off problems
- Sense of dread
- Loss of the joy
- Loss of creativity
- Loss of patience
- Have limited long-term thinking
- Ask fewer thoughtful questions

Chat

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Fill the pitcher with...



Relationships



Initiative



Self-Control



Internal Beliefs

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Devereux Adult Resilience Survey (DARS): AN INTRODUCTION



Thank you for your interest in the Devereux Adult Resilience Survey!

Authored by Mary Mackrain, the DARS is a 23-item reflective checklist that provides adults with information about their personal strengths. The information can be used to help individuals build on these strengths, such as creativity and setting limits, so that they can better cope with adversity and the stresses of daily life.

Statistical analysis shows that the DARS is an excellent tool for providing adults with an opportunity to gain valuable insights, particularly in these four areas:

- **Relationships**

- The mutual, long-lasting, back-and-forth bond we have with another person in our lives.

- **Internal Beliefs**

- The feelings and thoughts we have about ourselves and our lives, and how effective we think we are at taking action in life.

- **Initiative**

- The ability to make positive choices and decisions, and act upon them.

- **Self-Control**

- The ability to experience a range of feelings, and express them using the words and actions society considers appropriate.

The purpose of the DARS is not to compare individuals' scores to the population, but to give adults, more specifically those caring for young children, the opportunity to become aware of personal strengths and areas of need. Upon completion of the Devereux Adult Resilience Survey, individuals are encouraged to use the *Building Your Bounce: Simple Strategies for a Resilient You* adult resilience journal. This journal provides suggested strategies for strengthening adults' protective factors shown to support resilience.

It takes a fair amount of reflection and practice to change any negative thoughts we might have and to integrate new behaviors that are good for us. You are worth it! Even if you are already a strong, happy person, you will want to continue building yourself up to maintain or increase your level of well-being.

Best wishes on your personal journey!

Devereux Adult Resilience Survey (DARS)

By Mary Mackrain, M.Ed.

This survey was created to support adults as they reflect on how to promote the capacity for resilience in themselves. Take time to reflect on and complete each item on the survey below. There are no right answers! Once you have finished, reflect on your strengths and then start small and plan for one or two things that you feel are important to improve. For fun and practical ideas on how to strengthen your protective factors, use the chapters of *Building Your Bounce: Simple Strategies for a Resilient You*.

Items	Almost Always	Sometimes	Not Yet
Relationships			
1. I have good friends who support me.			
2. I have a mentor or someone who shows me the way.			
3. I provide support to others.			
4. I am empathetic to others.			
5. I trust my close friends.			
Internal Beliefs			
1. My role as a caregiver is important.			
2. I have personal strengths.			
3. I am creative.			
4. I have strong beliefs.			
5. I am hopeful about the future.			
6. I am lovable.			
Initiative			
1. I communicate effectively with those around me.			
2. I try many different ways to solve a problem.			
3. I have a hobby that I engage in.			
4. I seek out new knowledge.			
5. I am open to new ideas.			
6. I laugh often.			
7. I am able to say no.			
8. I can ask for help.			
Self-Control			
1. I express my emotions.			
2. I set limits for myself.			
3. I am flexible.			
4. I can calm myself down.			

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Action Plan

Once you have completed the survey, reflect on your strengths and identify some goals. Make a simple plan, with specific action steps, for one or two items that you feel are important to improve. Regularly check in on your progress and then revisit the DARS.

Strengths

Highlight some of your almost always responses here. Recognize and celebrate the ways that you are already being resilient.

Goals

Review your DARS responses and decide on the one or two goals you would like to set. Your goals can be items under the category of "Sometimes" or "Not Yet" that you would like to strengthen.

Strategies

Decide on strategies that can help you meet your goals. Feel free to identify strategies from various sources.

Introducing Building Your Bounce

The DARS serves as the “core” of the resource.

One chapter for each characteristic shown to support adult resilience.

- Strategies
- Inspirational quotes
- Space for reflection



Strategy - I laugh often.



Did you know that a smile can:

- Boost the immune system
- Reduce stress
- Lower blood pressure
- Release endorphins, natural pain killers, and serotonin
- Lift your mood



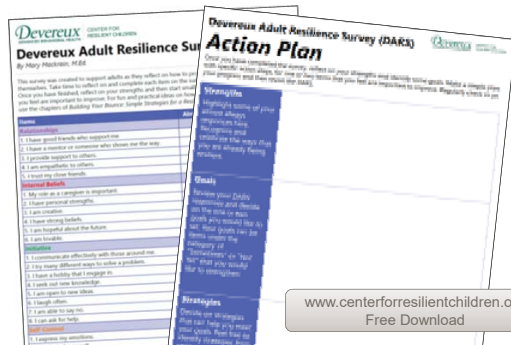
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Resilience is made of ordinary rather than extraordinary processes.



Ordinary Magic!
- Ann Masten

The DARS can be used with parents and guardians too!



“Compassion for others begins with kindness to ourselves.”

- Pema Chodron



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