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CHDP Provider Information Notice No.: 09-14

TO: ALL COUNTY CHILD HEALTH AND DISABILITY PREVENTION (CHDP)
PROGRAM DIRECTORS, DEPUTY DIRECTORS, STATE CHILDREN'S
MEDICAL SERVICES (CMS) BRANCH AND REGIONAL OFFICE STAFF

SUBJECT: CHDP HEALTH ASSESSMENT GUIDELINES REVISION: "SECTION 503:
DEVELOPMENTAL AND SOCIO-EMOTIONAL/BEHAVIORAL
SURVEILLANCE, SCREENING AND ANTICIPATORY GUIDANCE"

The purpose of this CHDP Provider Information Notice (PIN) No. **09-14** is to distribute the revised section of the CHDP Health Assessment Guidelines (HAGs), Section 54, formerly Section 503, entitled "Developmental and Socio-Emotional/Behavioral Surveillance, Screening and Anticipatory Guidance.

The revised section includes the following items:

- Section 54 - Developmental and Socio-Emotional/Behavioral Surveillance, Screening and Anticipatory Guidance
- Table 54.1 - Developmental Anticipatory Guidance By Age
- Appendix A:
 - Introduction to Table of Screening Tools
 - Table of General Developmental Screening Tools
 - Table of Other Developmental Screening Tests

The Children's Medical Services (CMS) Branch, in collaboration with various Stakeholders from the Assuring Better Child Health and Developmental (ABCD) Screening Academy Initiative, developed recommendations for developmental and socio-emotional/behavioral surveillance and screening based on the latest research and guidance from the American Academy of Pediatrics (AAP). Based on this information, the CMS Branch has revised the anticipatory guidance components of the developmental and socio-emotional/behavioral section of the HAGs. Pediatric health care providers are essential in identifying suspected developmental and/or behavioral issues early in order to initiate interventions where appropriate.

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The revised portion of the HAGs includes recommendations for CHDP health assessment providers to screen routinely at the nine, 18 and the 24 or 30-month health assessment visits utilizing tools that have at least 70 percent accuracy for specificity and sensitivity. A list of recommended tools is included in this revision.

The use of developmental screening tools is reimbursable through fee-for-service Medi-Cal for eligible children using Current Procedural Terminology (CPT-4) code 96110. The current rate for this code is \$54.90 and reimbursement is limited to one unit per day for each child. The provider must submit a copy of the screening report, which includes the summary, with the appropriate Medi-Cal claim form in order to be reimbursed. The tests are not reimbursable for children who are only eligible for state-funded CHDP health assessments. Reimbursement for the developmental screening tools is also available through Medi-Cal Managed care plans. CHDP Health Assessment Providers who participate in Medi-Cal Managed Care Plans should contact their Managed Care Plan for questions regarding reimbursement.

The revised section, table and appendix can be downloaded from the following link:
<http://www.dhcs.ca.gov/services/chdp/Pages/Pub156.aspx>

We hope that this updated information will assist you in providing the highest quality of well-child care to children in your practice. If you have any questions, please contact your local CHDP program.

Original Signed by Harvey Fry for Luis R. Rico

Luis R. Rico, Acting Chief
Children's Medical Services Branch

Table 54.1: Developmental Anticipatory Guidance By Age

Age Group	Developmental Surveillance and Milestones	Activities to Stimulate Growth and Development
1 month	<p>Responds to sounds by blinking, crying, quieting, or startle response.</p> <p>Fixates on human face and follows with eyes.</p> <p>Responds to parent's face and voice.</p> <p>Lifts head momentarily when in prone position.</p> <p>Has flexed posture; moves all extremities.</p> <p>Can sleep for 3-4 hours at a time; can stay awake for 1 hour or longer.</p>	<p>Learn baby's temperament.</p> <p>Hold, cuddle, and play with baby.</p> <p>Crying usually peaks around 6 weeks old.</p> <p>Talk and sing to baby.</p>
2 months	<p>Coos and vocalizes reciprocally.</p> <p>Is attentive to voices.</p> <p>Shows interest in visual and auditory stimuli.</p> <p>Smiles responsively.</p> <p>In prone position, lifts head, neck and upper chest with support on forearms.</p> <p>Some head control in upright position.</p>	<p>Learn baby's temperament.</p> <p>Hold, cuddle, and play with baby.</p> <p>Talk, sing, read to baby; play music.</p> <p>Establish bedtime routine/</p> <p>Provide age-appropriate toys.</p>
4 months	<p>Controls head well.</p> <p>Smiles, laughs, babbles and coos.</p> <p>Grasps rattle.</p> <p>Inspects and plays with hands and feet.</p> <p>Shows range of feelings like joy, surprise, anger, and fear.</p>	<p>Talk, sing, read to baby; play music.</p> <p>Play pat-a-cake, peek-a-boo.</p> <p>Provide age-appropriate toys.</p> <p>Set bedtime routine; put baby to bed awake with same comfort object.</p> <p>Imitate baby's sounds when playing together.</p>
6 months	<p>Reaches persistently.</p> <p>Sits with no support.</p> <p>Grasps and mouths objects.</p> <p>Vocalizes single consonants.</p> <p>Turns to rattling sounds.</p> <p>Rolls over.</p>	<p>Provide toys and items that baby can grasp easily.</p> <p>Read, play music, and sing to baby.</p> <p>Set bedtime routine; put baby to bed awake with same comfort object.</p> <p>Talk to baby and try to have baby repeat single syllable sounds, "ba", "da", and "ma".</p>

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Age Group	Developmental Surveillance and Milestones	Activities to Stimulate Growth and Development
9 months	<p>Holds objects in one hand. Responds to own name. Smiles at self image in mirror. Bears weight on legs. Pokes with index finger. Feeds self with fingers. Drinks from a cup. Plays peek-a-boo and pat-a-cake.</p>	<p>Place on floor in safe area to provide opportunity to strengthen large muscles and explore. Talk, sing, and read to baby; play games, music. Set simple rules, limits. Offer small pieces of soft foods for baby to eat with fingers.</p>
1 year	<p>Cruises and may take a few steps alone. Plays with toys; puts several objects in a container. Says mama or dada. Imitates vocalizations. Plays social games.</p>	<p>Talk, sing, and read together. Encourage safe exploration. Don't allow hitting, biting, aggressive behavior. Limit rules, set routines, be consistent. Expect curiosity about genitals.</p>
15 months	<p>Vocabulary of 3-6 words Walks well. Understands simple commands. Stacks two blocks. Indicates wants by pointing or grunting. Waves bye-bye.</p>	<p>Praise good behavior and accomplishments. Talk, sing, and read to child. Use discipline to teach, not punish. Avoid power struggles; set limits; be consistent. Discourage hitting, biting, aggressive behavior.</p>
18 months	<p>Uses spoon. Points to at least one body part. Walks up steps. Listens to a story. Helps in house Scribbles. Points with index finger to indicate interest in something. Brings object to parent to show them something.</p>	<p>Praise good behavior and accomplishments. Encourage self expression and choices. Allow assertiveness within limits. Keep discipline brief. Read stories with child. Offer pretend play toys such as playhouse and toy figures. Listen to child, show interest; spend time with child. Don't expect child to share all toys. Help siblings resolve conflicts. Help child express emotions.</p>

Table 54.1: Developmental Anticipatory Guidance By Age

Age Group	Developmental Surveillance and Milestones	Activities to Stimulate Growth and Development
2 years	<p>Can kick ball. Steady gait, runs. Vocabulary of 20 words; speech half understandable. Uses 2 word phrases. Puts on some clothing. Washes and dries hands.</p>	<p>Play social games. Hug, talk, read, and play together. Praise good behavior and accomplishments. Reinforce limits, be consistent. Learn how to help with fears, nightmares. Encourage self-expression, choices and safe exploration.</p>
3 years	<p>Jumps in place. Pedals tricycle. Washes and dries hands and face; brushes teeth. Separates from mother easily. Knows own name, age, and sex. Talks well; is easily understandable and uses plurals, and 4-5 word sentences.</p>	<p>Provide opportunities to ride tricycle. Teach simple songs; read stories together. Help child name what he/she sees, hears, or does. Encourage safe exploration, socialization, physical activity. Provide choices, reinforce limits, and use “time out”. Use correct terms, answer questions. Expect normal curiosity.</p>
4 years	<p>Prints a few letters or numbers. Walks backward, skips and hops. Can sing a song. Enjoys making up and telling stories. Gives first and last name.</p>	<p>Encourage child to talk about feelings, experiences, and school. Read together with child. Assign chores. Set appropriate limits. Visit parks, museums, and libraries.</p>

Table 54.1: Developmental Anticipatory Guidance By Age

Age Group	Developmental Surveillance and Milestones	Activities to Stimulate Growth and Development
5-10 years	<p>Interacts with small number of neighborhood children in groups.</p> <p>Adheres to predetermined rules.</p> <p>Knows right from left.</p> <p>Cause and effect are understood.</p> <p>Can walk a chalk mark.</p> <p>Feels good about school.</p> <p>Develops self-efficacy, or the knowledge of what to do and the confidence and ability to do it.</p>	<p>Offer board games and cards.</p> <p>Encourage participation in clubs and team sports.</p> <p>Encourage safe, healthy habits, healthy foods, physical activity, and seat belt use.</p> <p>Provide books for reading; interest child in hobbies.</p> <p>Praise child.</p> <p>Set limits, establish consequences.</p> <p>Assign chores.</p> <p>Teach how to resolve conflicts and handle anger.</p> <p>Provide personal space.</p> <p>Show interest in school performance and activities.</p> <p>Encourage good physical health and exercise patterns.</p>
11-14 years	<p>Participates in organized sports, social activities, and community groups.</p> <p>Uses both hands independently.</p> <p>Becomes more graceful and coordinated.</p> <p>Ability to get along with peers; maintains peer relationships.</p> <p>Can understand another point of view.</p> <p>Learns from mistakes and failures, tries again.</p> <p>Understands parental limits and consequences for unacceptable behavior.</p> <p>Shares in household chores.</p> <p>Learns new skills.</p> <p>Preoccupation with rapid body changes.</p>	<p>Promote family activities.</p> <p>Show affection, praise good behavior.</p> <p>Model respect, family values, safe driving practices, and healthy behaviors.</p> <p>Respect adolescent's need for privacy.</p> <p>Emphasize importance of school, show interest in school activities.</p> <p>Keep guns unloaded and locked up, or remove from home.</p> <p>Minimize criticism; avoid nagging, negative messages.</p>

Table 54.1: Developmental Anticipatory Guidance By Age

Age Group	Developmental Surveillance and Milestones	Activities to Stimulate Growth and Development
15-17 years	<p>Improved social skills; maintains family relationships.</p> <p>Sets goals and works toward achieving them.</p> <p>Takes on new responsibility.</p> <p>Beginning emotional emancipation.</p>	<p>Promote participation in social activities.</p> <p>Expect responsibility for some household chores.</p> <p>Promote healthy and safe habits.</p> <p>Encourage responsibility for school attendance, homework, and course selection.</p>
18-21 years	<p>Acts responsibly for self.</p> <p>Maintains family relationships.</p> <p>School achievement.</p> <p>Begins preparation for further education, career, marriage, and parenting.</p> <p>Exhibits capacity for empathy, intimacy, and reciprocity in interpersonal relationships, and self-identity.</p>	<p>Promote community interaction.</p> <p>Promote responsible, safe driving.</p> <p>Encourage participation in family traditions.</p> <p>Promote maintenance of strong family relationships.</p>

Developmental Screening Tools Choices for Practices and Providers

The following tables are designed to help select high-quality and practical tools to screen children from birth to 8 years of age for developmental delays or disabilities. All tools listed have at least 70% accuracy – that is, sensitivity and specificity, correctly identifying at least 70% of children with and without disabilities, delays or problems.

The American Academy of Pediatrics recommends that physicians administer developmental screenings with a high-quality tool – such as ASQ3 (the Ages and Stages Questionnaires), PEDS (Parent’s Evaluation of Developmental Status), and PEDS:DM (PEDS: Developmental Milestones) – at least three times before a child’s third birthday – at the 9-month, 18-month, and 30-month (or 24-month) pediatric visits.¹

The *screening starting point* for all children is general developmental screening. All of the tools in the table “*General Developmental Screening Tools*”:²

- Cover all developmental domains;
- Have high accuracy – 80-90%;
- Are short, simple, parental-report instruments;
- Are low-cost and easy to administer and score;
- Are appropriate for very young children; and
- Can be completed in many settings – in a pediatric or family medicine practice, in a child care center or Head Start program, during a home visit to a family with a young child, etc.

ASQ, ASQ3, PEDS, and PEDS:DM:

- Are billable under CPT-4 Code #96110 (developmental screening) in fee-for-service Medi-Cal settings;
- Can be used with Electronic Medical Records (EMR); and
- Are available online.
 - ASQ3 is available online in English and Spanish, as is the ASQ:SE (Social-Emotional).
 - PEDS is online in English, Spanish and Vietnamese. The online application includes a record of parental concerns, PEDS results by developmental domains, summary report for parents, billing codes (ICD-9 and procedure codes), and a referral letter to the child’s pediatrician or Early Intervention program when indicated.
 - PEDS:DM is available online in English and Spanish.

To help providers select appropriate second-level screening tools for specific developmental domains, the list of *General Developmental Screening Tools* is followed by a number of specialized screening tools (*Other Developmental Screening Tools*).

¹ American Academy of Pediatrics’ Council of Children with Disabilities, Section on Developmental Behavioral Pediatrics, Bright Futures Steering Committee and Medical Home Initiatives for Children with Special Needs Project Advisory Committee. “Identifying Infants and Young Children with Developmental Disorders in the Medical Home: An Algorithm for Developmental Surveillance and Screening.” *Pediatrics* 2006; 118; 405-420, <http://pediatrics.aappublications.org/cgi/reprint/118/1/405.pdf>.

² *Note:* The Denver-II Developmental Screening Test, while well-known, is not included in this table – primarily because its accuracy is much lower than the newer ASQ, ASQ3, PEDS, and PEDS:DM.

General Developmental Screening Tools

Name of Tool	Description of the Tool	Developmental Domains Covered	Age Range	Administration Time	To Purchase or for Additional Information
<p>ASQ – Ages and Stages Questionnaires</p> <p>Parental report about a child's skills</p>	<p>30 questions (answered yes, sometimes, not yet), plus 7-8 unscored overall questions.</p> <p>Parents indicate a child's developmental skills, using one of 19 age-specific questionnaires.</p>	<p>All Domains Covered: communication, gross motor, fine motor, problem-solving, and personal-social skills</p>	<p>4-60 months (5 years)</p> <p>Can be given as young as 3 months</p>	<p>15-30 minutes</p>	<p>www.brookespublishing.com</p> <p>and</p> <p>www.agesandstages.com</p>
<p>ASQ-3 – Ages and Stages-3 Questionnaire</p> <p>Parental report about a child's skills</p>	<p>Questions are answered yes, sometimes, not yet.</p> <p>Parents indicate a child's developmental skills, using one of 21 age-specific questionnaires.</p>	<p>All Domains Covered: communication, gross motor, fine motor, problem-solving, and personal-social skills</p>	<p>1-66 months</p> <p>Can be given as young as 1 month</p>	<p>10–15 minutes</p> <p>1-3 minutes to score</p>	<p>www.brookespublishing.com</p> <p>and</p> <p>www.agesandstages.com</p>
<p>PEDS – Parents' Evaluation of Developmental Status –</p> <p>Parental-report about parental concerns</p>	<p>10 questions (the same for all ages, answered yes, no, a little).</p> <p>Parents identify "concerns" they have in each developmental domain.</p>	<p>All Domains Covered: expressive language and articulation, receptive language, gross motor, fine motor, school, self-help, social-emotional, behavior, and global-cognitive</p>	<p>0-95 months (7 years, 11 months)</p>	<p>2-10 minutes</p>	<p>www.pedstest.com</p>
<p>PEDS:DM – PEDS: Developmental Milestones –</p> <p>Parental-report about a child's skills</p>	<p>6-8 items or questions, depending on the age level.</p> <p>Parents indicate a child's developmental skills, using one of 22 age-specific questionnaires</p>	<p>All Domains Covered: expressive and receptive language, gross motor, fine motor, self-help, social-emotional, behavior, and (for older children) reading and math</p>	<p>0-95 months (7 years, 11 months)</p>	<p>3-5 minutes</p>	<p>www.pedstest.com/dm</p>

These tools have been validated and have sensitivity and specificity greater than 70%.

Other Developmental Screening Tools

Name of Tool	Description of the Tool	Age Range	Administration Time	To Purchase or for Additional Information
Social-Emotional and Behavioral Screening Tools				
ASQ-SE - Ages & Stages Questionnaires: Social-Emotional - Parental-report about a child's social and emotional behavior	8 color-coded age-specific questionnaires that screen for personal and social skills, including self regulation, compliance, communication, adaptive functioning, autonomy, affect, and interaction with people. Questionnaires contain 22-36 items	6 to 60 months	10-20 minutes 1-3 minutes to score	www.brookespublishing.com and http://www.brookespublishing.com/store/books/squires-asqse/index.htm
Autism Screening Tools				
M-CHAT Checklist for Autism in Toddlers - Parent-completed questionnaire	Questionnaire designed to identify children at risk of autism from the general population.	16-48 months	5-10 minutes	Public domain: www.firstsigns.com
PDDST-II - Pervasive Developmental Disorders Screening Test-II, Stage 1-Primary Care Screener - Parent-completed questionnaire	Questionnaire designed to identify children at risk of autism and pervasive developmental disorders from the general population.	12-48 months	10-15 minutes to complete; 5 minutes to score	http://pearsonassess.com/haiweb/cultures/en-us/productdetail.htm?pid=076-1635-106
SCQ - Social Communication Questionnaire (formerly Autism Screening Questionnaire-ASQ) - Parent-completed questionnaire	Designed to identify children at risk of autistic spectrum disorders from the general population. Based on items in the ADI-R.	≥4years	5-10 minutes	Western Psychological Corporation: www.wpspublish.com
Language and Cognitive Screening Tools				
CSBS-DP - Communication and Symbolic Behavior Scales-Developmental Profile: Infant Toddler Checklist - Parent-completed screening tool	Standardized tool for screening of communication and symbolic abilities. The Infant Toddler Checklist is a 1 page long questionnaire.	6-24 months	5-10 minutes	http://www.brookespublishing.com/store/books/wetherby-5605/index.htm
Motor Screening Tools				
EMPP - Early Motor Pattern Profile Physician-administered standard examination	Physician-administered standard examination of movement, tone, and reflex development. Simple 3-point scoring system.	6-12 months	5-10 minutes	http://test.medicalhomeinfo.org/screening/DPIP/DSS.ppt#257,1,Developmental Surveillance and Screening

These tools have been validated and have sensitivity and specificity greater than 70%.