

**VALUATION OF THE DEVELOPMENT PROCESS OF CHILDREN 0-3 YEARS
IN THE CHILD DEVELOPMENT CENTER**

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Team Project Abstract

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Background: Research shows that early intervention plays an important role in the development of children. Early intervention programs in children are designed to mitigate the factors that put children at risk of negative outcomes. The Ages and Stages Questionnaire evaluates the development of the child, in early intervention programs, in order to address the areas that need reinforcement.

Objectives:

- Describe the sociodemographic characteristics of the participants and their families.
- Determine the changes in areas that show low expectations in the extent of ASQ scores in children (0-3 years) during their participation in the Child Development Center.
- Determine the change in the extent of ASQ in children (0-3 years) with disabilities or delay in the development during their participation in the Child Development Center.

Methods: This study utilized a non-experimental, transversal-descriptive study design. Eligible subjects were those children (0-3 years) who received services between January 2010 and December 2015 in the Child Development Center. Medical charts were reviewed for 43 children and data were collected on sociodemographic variables and ASQ evaluation scores. Investigators first conducted a descriptive analysis, which included measures of frequency and measures of central tendency, to examine the sociodemographic characteristics of the participants and the ASQ scores. All analyses were conducted using SPSS.

Community Partner: Institute of Developmental Disabilities Child Development Center

Results: Most of the children were males (53.3%) and lived with both parents (69.8%). The majority of the sample was children without disabilities (59.5%), leaving us with a limited sample of children with disabilities (40.5%). The intervention that most of the children received was speech therapy (17%) but the area in the ASQ scores that demonstrated positive change was fine motor (enter score 20%; exit score 9%). Children with a disability demonstrated a positive change in the ASQ scores in communication (12%); this area revealed the biggest change.

Conclusions: The study suggests that the Ages and Stages Questionnaire could be used as an instrument to evaluate the areas in which intervention is needed in the development of the child. We suggest that the other areas that the ASQ evaluates receive a more detailed reinforcement to assure that the children reach their full potential.