

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Step 1: Start at the [www.e-deca2.org](http://www.e-deca2.org) & Select Login

### Screen, Assess Plan and Track Outcomes



[Want a written introduction?](#)

Complete nationally standardized, strengths-based screening and assessment tools developed by the Devereux Center for Resilient Children for children ranging from infancy through 5 years online.

- Score record forms quickly and accurately.
- Run easy-to-read child, group, and program reports in seconds.
- Import/export data efficiently.
- Store each child's screening or assessment history in a secure database.



Questions? Contact [deca@devereux.org](mailto:deca@devereux.org) or call (866) 872-4687

## Step 2: Enter your User Name & Password

eDeca Home

### Login

User Name:

Password:

[Forgot Password?](#)

### Quote for the Day

*"Government always finds a need for whatever money it gets."*

- Ronald Reagan



A suggestion box for your ideas. Click on the "Suggestions" image and send your ideas.

**User Name:** Your email address **Password:** Texas2016

You can create a new password after you login.

**\*e-DECA uses pop-up windows. Please turn off your pop-up blockers.**

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Step 3: Create a New Child Record



The banner features four circular images: a smiling toddler, two children reading together, a girl holding up a stack of books, and a teacher interacting with a child. The text 'Devereux ADVANCED BEHAVIORAL HEALTH' and 'CENTER FOR RESILIENT CHILDREN' is on the left, and 'e-DECA 2.0' is on the right.

[eDeca Home](#) | [Input Ratings](#) | [View Ratings / Reports](#) | [e-DECA Management](#) | [Help](#)

**Welcome Page**

- [Manage Children](#) ▶
- [Manage Groups](#) ▶
- [Manage My Account](#)

[Create a New Child Record](#)

[Work with Existing Children](#)

Welcome **Jane Smith** to the Devereux Ass

Your access to the Devereux Assessment Assistant is currently set to:

- Program:** Texas Early Childhood Assessment Pilot Project
- Site(s):** ChildCareGroup
- Group(s):** 1-Smith Child Care Center

**Your Role in the System is set to:** Group Administrator

- User Type:** Teacher
- User Id:** Jane Smith

[Click here to view the User Manual](#)

If you have any questions about the system, please contact your Program Administrator or Site Administrator.

From the Welcome Page:

Select e-DECA Management > Manage Children > Create a New Child Record

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Step 4: Update a Child

eDeca Home   Input Ratings   View Ratings / Reports   e-DECA Management   Help

### Update a Child

Update a Child      Program: Texas Early Childhood Assessment Pilot Project  
[Original Update a Child Page](#)

**Name (Last)\*:**       **(First)\*:**       **(Middle):**   
**Date Of Birth\*:**       **Gender:**       **External Id:**   
**Status\*:**       **Entry Date\*:**

**Program Specific Data:**  
**Provider Type:** \*  licensed center  licensed home  registered home

**Site/Group Assignments:**

Available Site(s) / Group(s)		Assigned Site(s) / Group(s)
ChildCareGroup ... 1-Smith Child Care Center	 	ChildCareGroup ... 1-Smith Child Care Center
	 	

\* Required  
**Submit**

**Contacts:**

LName	FName	MName	Contact Type	Phone	Email	Edit
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value=""/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text" value=""/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Enter:

- Last Name
- First Name
- Date of Birth: You can enter this or use the drop down calendar. If you use the calendar, make sure to select birth year first > then month > then day
- Entry Date
- Provider Type
- Double-check Site/Group Assignments

Select Submit

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Step 5: Create a New Assessment

**Name (Last)\*:**       **(First)\*:**       **(Middle):**

**Date Of Birth\*:**       **Gender:**       **External Id:**

**Status\*:**       **Entry Date\*:**

**Program Specific Data:**

**Provider Type:** \*  licensed center  licensed home  registered home

**Site/Group Assignments:**

Available Site(s) / Group(s)		Assigned Site(s) / Group(s)
ChildCareGroup ... 1-Smith Child Care Center	 	ChildCareGroup ... 1-Smith Child Care Center
	 	

\* Required

**Submit**

**Contacts:**

LName	FName	MName	Contact Type	Phone	Email	Edit
<input type="text"/>						
<input type="text"/>						

**Assessments:**

**Record Form:**  **New Assessment**

Select New Assessment



# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Step 6: Complete an Assessment

**Deca-P2 Record Form**  
[Select a Child](#) > [Child List](#) > [Update a Child](#) > Deca-P2 Record Form  
 Program: Texas Early Childhood Assessment Pilot Project

**Child:** James Smith  
**Site:** ChildCareGroup  
**Rater:** Smith, Jane – Teacher

**Gender:** Male **DOB:** 03/01/2013  
**Group:** 1-Smith Child Care Center

**Age:**  
**Status:** Active  
**Norms Table:**

**New Contact** **Rating Period** Pre  Mid  Post  Other

**Rating Date:**  **Rating Year:**

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: **During the past four weeks, how often did the preschooler...** and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers.

Item#	During the past 4 weeks, how often did the preschooler...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	act in a way that made adults smile or show interest in him/her?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	listen to or respect others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	control his/her anger?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	seem sad or unemotional at a happy occasion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	show confidence in his/her abilities (for instance, say "I can do it!")?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	have a temper tantrum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	keep trying when unsuccessful (show persistence)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	seem uninterested in other children or adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	use obscene gestures or offensive language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	try different ways to solve a problem?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	seem happy or excited to see his/her parent or guardian?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	destroy or damage property?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	try or ask to try new things or activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	show affection for familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	start or organize play with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	show patience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	ask adults to play with or read to him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	have a short attention span (difficulty concentrating)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	share with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	handle frustration well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	fight with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	become upset or cry easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	show an interest in learning new things?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	trust familiar adults and believe what they say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	accept another choice when his/her first choice was not available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	seek help from children/adults when necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	hurt others with actions or words?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	cooperate with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	calm himself/herself down?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	get easily distracted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	make decisions for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	appear happy when playing with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	choose to do a task that was hard for him/her?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	look forward to activities at home or school (for instance, birthdays or trips)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	touch children or adults in a way that you thought was inappropriate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	show a preference for a certain adult, teacher, or parent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	play well with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	remember important information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Save This Rating**

**Clear the Scores**

- Select Rating Period – Pre if this is your first assessment of the child
- Enter Rating date
- Select How often for each Item # listed
- Select Save This Rating

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Step 7: Review Scores & Single Rating Report

**Deca-P2 Record Form**

Select a Child > Child List > Update a Child > Deca-P2 Record Form  
Program: Texas Early Childhood Assessment Pilot Project

This Rating has been Saved

**Child:** James Smith      **Gender:** Male    **DOB:** 03/01/2013      **Age:** 3 Years 5 Months  
**Site:** ChildCareGroup      **Group:** 1-Smith Child Care Center      **Status:** Active  
**Rater:** Smith, Jane - Teacher      **Norms Table:** Teacher

**New Contact**    **Rating Period:** Pre    **Rating Date:** 08/03/2016    **Rating Year:** July 2016 - June 2017

Text size: **A A**    Change Language to: Spanish

This form describes a number of behaviors seen in some young children. Read the statements that follow the phrase: **During the past four weeks, how often did the preschooler...** and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers.

Item#	During the past 4 weeks, how often did the preschooler...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	act in a way that made adults smile or show interest in him/her?	<input checked="" type="checkbox"/>				
2	listen to or respect others?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	control his/her anger?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	seem sad or unemotional at a happy occasion?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	show confidence in his/her abilities (for instance, say "I can do it!")?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	have a temper tantrum?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	keep trying when unsuccessful (show persistence)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	seem uninterested in other children or adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	use obscene gestures or offensive language?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	try different ways to solve a problem?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	seem happy or excited to see his/her parent or guardian?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	destroy or damage property?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	try or ask to try new things or activities?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	show affection for familiar adults?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	start or organize play with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	show patience?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	ask adults to play with or read to him/her?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	have a short attention span (difficulty concentrating)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	share with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20	handle frustration well?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	fight with other children?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	become upset or cry easily?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	show an interest in learning new things?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	trust familiar adults and believe what they say?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	accept another choice when his/her first choice was not available?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	seek help from children/adults when necessary?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	hurt others with actions or words?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	cooperate with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	calm himself/herself down?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	get easily distracted?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
31	make decisions for himself/herself?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	appear happy when playing with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	choose to do a task that was hard for him/her?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	look forward to activities at home or school (for instance, birthdays or trips)?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	touch children or adults in a way that you thought was inappropriate?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	show a preference for a certain adult, teacher, or parent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
37	play well with others?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	remember important information?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Item#		Never	Rarely	Occasionally	Frequently	Very Frequently
		<input checked="" type="checkbox"/>				

**Display Scores and Single Rating Report**      **Edit Rating**

### Select Display Scores and Single Rating Report

A new window will open with a Ratings Report PDF. You can download, save and print it.

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Sample Ratings Report

### Sample Rating Report

**Devereux Early Childhood Assessment for DECA-P2**  
**Single Rating Report**

Child's Name: Smith, James Program: Texas Early Childhood Assessment Pilot Project Rater Name: Smith, Jane  
 Gender: Male Site: ChildCareGroup Relationship to Child: Teacher  
 Birth Date: 03/01/2013 Group: J-Smith Child Care Center Date of Rating: 08/03/2016  
 Age at Rating: 3 Years 5 Months Rating Period: Pre

**Score Summary Table**

	IN	SR	AR	TFP	BC
Raw Score	12	18	17	108	21
T-Score	34	41	33	34	63
Percentile	5	18	4	5	90
Description	Need	Typical	Need	Need	Need

Scale descriptions are:  
 IN - Initiative  
 SR - Self Regulation  
 AR - Attachment/Relationships  
 TFP - Total Protective Factors  
 BC - Behavioral Concerns

### Sample Rating Report

### Devereux Early Childhood Assessment for DECA-P2

Child's Name: Smith, James Program: Texas Early Childhood Assessment Pilot Project Rater Name: Smith, Jane  
 Gender: Male Site: ChildCareGroup Relationship to Child: Teacher  
 Birth Date: 03/01/2013 Group: J-Smith Child Care Center Date of Rating: 08/03/2016  
 Age at Rating: 3 Years 5 Months Rating Period: Pre

### Individual Child Profile

T-Scores	IN	SR	AR	TFP	BC	Percentile
72	35 & Up	38 & Up	37 & Up	205-205 & Up	30 & Up	99
71				203-204		98
70	34	36	35	201-202		98
69		35		199-200		97
68				197-198		96
67	33	34	34	195-196		96
66		33		192-194		95
65	32			189-191		93
64				186-188		92
63	31	32	33	183-185		92
62		31	32	180-182		88
61	30	30		177-179		86
60				174-176		84
-----						
59	29	29	31	171-173		82
58	28			169-170		79
57		28	30	166-168		76
56	27			164-165		73
55		27	29	161-163		69
54	26			158-160		66
53		26	28	156-157		62
52	25			154-155		58
51	24	25	27	152-153		54
-----						
50	23	24		150-151		50
-----						
49			26	147-149		46
48	22	23		145-146		42
47			25	143-144		38
46	21	22		140-142		34
45		21	24	137-139		31
44	20	20		134-136		27
43	19		23	131-133		24
42	18	19		128-130		21
41		18	22	125-127		18
-----						
40	17	17		123-124		16
39	16		21	120-122		14
38		16	20	118-119		12
37	15			115-117		10
36	14	15	19	113-114		8
35	13	14	18	111-112		7
34	12	13		108-110		5
33	11	12	17	105-107		4
32	10		16	103-104		4
31	9	11	15	100-102		3
30		10	14	98-99		2
29	8	9	13	95-97		2
28	7 & Less	8 & Less	12 & Less	94 & Less	8 & Less	1

### Sample Rating Report

### Devereux Early Childhood Assessment for DECA-P2

Child's Name: Smith, James Program: Texas Early Childhood Assessment Pilot Project Rater Name: Smith, Jane  
 Gender: Male Site: ChildCareGroup Relationship to Child: Teacher  
 Birth Date: 03/01/2013 Group: J-Smith Child Care Center Date of Rating: 08/03/2016  
 Age at Rating: 3 Years 5 Months Rating Period: Pre

### Item Ratings by Scale

#### Initiative

- 5 show confidence in his/her abilities (for instance, say "I can do it!")? 1-Need
- 7 keep trying when unsuccessful (show persistence)? 1-Need
- 10 try different ways to solve a problem? 1-Need
- 13 try or ask to try new things or activities? 1-Need
- 15 start or organize play with other children? 2-Typical
- 23 show an interest in learning new things? 1-Need
- 31 make decisions for himself/herself? 2-Need
- 33 choose to do a task that was hard for him/her? 1-Need
- 38 remember important information? 2-Typical

#### Self Regulation

- 2 listen to or respect others? 2-Need
- 3 control his/her anger? 2-Typical
- 16 show patience? 2-Typical
- 19 share with other children? 3-Typical
- 20 handle frustration well? 2-Typical
- 25 accept another choice when his/her first choice was not available? 2-Typical
- 28 cooperate with others? 2-Need
- 29 calm himself/herself down? 1-Need
- 37 play well with others? 2-Need

#### Attachment/Relationships

- 1 act in a way that made adults smile or show interest in him/her? 2-Need
- 11 seem happy or excited to see his/her parent or guardian? 2-Need
- 14 show affection for familiar adults? 2-Need
- 17 ask adults to play with or read to him/her? 1-Need
- 24 trust familiar adults and believe what they say? 2-Need
- 26 seek help from children/adults when necessary? 1-Need
- 32 appear happy when playing with others? 2-Need
- 34 look forward to activities at home or school (for instance, birthdays or trips)? 2-Need
- 36 show a preference for a certain adult, teacher, or parent? 3-Typical

#### Behavioral Concerns

- 4 seem sad or unemotional at a happy occasion? 1-Typical
- 6 have a temper tantrum? 3-Need
- 8 seem uninterested in other children or adults? 2-Need
- 9 use obscene gestures or offensive language? 1-Need
- 12 destroy or damage property? 1-Typical
- 18 have a short attention span (difficulty concentrating)? 3-Need
- 21 fight with other children? 2-Typical
- 22 become upset or cry easily? 2-Typical
- 27 hurt others with actions or words? 2-Typical
- 30 get easily distracted? 3-Need
- 35 touch children or adults in a way that you thought was inappropriate? 1-Typical

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Step 8: Get Strategies for a Child

eDeca Home Input Ratings View Ratings / Reports e-DECA Management Help

**Work with Existing Children: S**

Select a Child

Program: Texas Early Childhood Assessr

Select a Child:

Choose Site: Select

Choose Group: Select

Choose Child: Select

OR

Search by Last Name:

Submit

Display All Children

~ Enhancing Social-Emotional Development ~  
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5.0

Select eDECA Management > Manage Children > Work with Existing Children

Select a Child:

- Choose Site
- Choose Group
- Choose or Enter Child

eDeca Home Input Ratings View Ratings / Reports e-DECA Management Help

**Child List**

Select a Child > Child List

Program: Texas Early Childhood Assessment Pilot Project

1 Row(s) [Add New Child](#)

LName	FName	MName	Date Of Birth	External Id	Status	Ratings	Reports	Contacts	Update
Smith	James		03/01/2013		A	Select	Select	Select	

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5.1

Select Ratings

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

eDeca Home   Input Ratings   View Ratings / Reports   e-DECA Management   Help

### Child Rating List

[Select a Child](#) > [Child List](#) > Child Rating List  
Program: Texas Early Childhood Assessment Pilot Project

Ratings for: James Smith

[Add New Infant Rating](#)  
[Add New Toddler Rating](#)  
[Add New Deca-P2 Rating](#)

Deca-P2 Child Rating Values

Rating Date	Rating Period	Rater Name	Rater Type	Descr	IN	SR	AR	TPF	BC	Options
2016/08/03	Pre	Smith, Jane	T	Raw Score	12	18	17	108	21	<a href="#">Edit Rating</a> <a href="#">Strategies</a>
				T-Score	34	41	33	34	63	
				Percentile	5	18	4	5	90	
				Description	N	T	N	N	N	

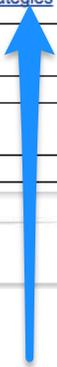
Toddler Child Rating Values

No ratings found.

Infant Child Rating Values

No ratings found.

~ Enhancing Social-Emotional Development ~  
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6.2



**Select Strategies**

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Step 9: Review Strategies and Create a Plan

eDeca Home | Input Ratings | View Ratings / Reports | e-DECA Management | Help

### Strategies Selector

Select a Child > Child List > Child Rating List > Strategies Selector  
Program: Texas Early Childhood Assessment Pilot Project

#### Promoting Social and Emotional Health and Resilience

Our program recognizes the importance of promoting children's social and emotional health and resilience. We use the Devereux Early Childhood Assessment for Preschoolers, Second Edition (DECA-P2) to help us better understand children's strengths and areas of need related to protective factors associated with resilience as well as behavioral concerns.

The table below shows the results for **James Smith** based on a rating conducted by **Jane Smith** on **08/03/2016**.

DECA Protective Factors	Strength	Typical	Area of Need
Initiative			X
Attachment/Relationships			X
Self Regulation		X	
Behavioral Concerns		Typical	Area of Need
Behavioral Concerns			X

For protective factors, scores in the Strength range indicate that a child is showing many positive behaviors in this area and these behaviors should be encouraged; scores in the Typical range indicate that a child is displaying behaviors that are common at this age and these behaviors should be continually supported; and scores in the Area of Need range indicate that a child is not displaying these positive behaviors as frequently as desired. The last row of the table shows the results of a behavioral concerns screener. For this area, results are either Typical or an Area of Need

A plan should include any scores in the Area of Need range. In the case of protective factors, the strategies selected will help build a child's skills in these areas. For behavioral concerns, the strategies are designed to reduce problematic behaviors. Additionally, plans can include strategies that support protective factors in the Typical and Strength range to ensure children continue to grow and maintain these positive behaviors.

To create a plan, please follow these steps:

1. Based on the rating results displayed above, please select the area(s) that will be included in the plan by placing a (✓) in the box to the left of the protective factor and/or behavioral concern title.
2. Review the definition of each area to learn how the suggested strategies have been organized to assist in the selection process. When making strategy selections, remember that strengthening a child's protective factors should be based on knowledge of the child's strengths, interests, family culture and the goals that will best support a child in his/her overall success in the home and care setting. Take time to review the additional information that has been provided for certain strategies through hyperlinks to support planning efforts. Handouts can be downloaded and videos can be viewed to build on your knowledge and understanding of certain strategies.
3. After selecting the strategies that will be included in the plan, choose the appropriate radio button to format the plan for the care setting and/or the home setting. When the plan is complete, select either the HTML or a PDF version for printing. Please note that this report is not saved on the eDECA2.0 database. If an electronic file is needed, the file should be saved to the local hard drive, flash drive, or network as appropriate.
4. To best support a child, strategies should be implemented consistently on a daily basis. Review the plan after several weeks to determine if the strategies are working or if the plan should be revised. Ongoing, continuous planning is the most effective way to best support children's social and emotional health and resilience

Strategy Text size: **AA**

**Initiative**

**Initiative:** Initiative is the child's ability to use independent thought and action to meet needs. There are many ways children show us they are developing initiative every day, such as asking a friend to play, making a choice for lunch, and trying a new game. When looking at a child's DECA-P2 rating, you may notice that a particular element of initiative needs to be strengthened. The strategies below are organized by common elements of initiative, to include:

- \* Ability to start play or to begin an activity (A-D)
- \* Persistence and problem-solving (E - H)
- \* Confidence and decision-making (I - L)
- \* Interest in new activities or experiences (M-P)

The strategies below are taken from [Promoting Resilience in Preschoolers: A Strategy Guide for Early Childhood Professionals, Second Edition](#); as well as, [Promoting Resilience For Now and Forever: A Family Guide for Supporting the Social and Emotional Development of Preschool Children, Second Edition](#). Feel free to explore those books for more ideas, or, use your own planning resources and strategies guides!

Check	Classroom Strategy	Home Strategy
<input checked="" type="checkbox"/>	(A) <b>Collaboration.</b> Ask children to co-lead simple activities during transition times. For example, ask a child to sing songs, play guessing games, do a finger-play, or tell a story to friends.	(A) <b>Collaboration.</b> Ask your child to help you make simple decisions throughout the day. Even if you can decide and take action faster on your own, invite your child to help. "Matay, we have an hour before it is time to go to bed. What are some of your ideas for how we could spend our time together?"

### Review DECA Protective Factors results – box at top

- **Select Protective Factor Areas** – for example, Initiative

- **Check Classroom & Home Strategies for each selected Area**

- **Select the Desired Report Format** – Classroom & Home, Classroom or Home

- **Select Create an HTML or PDF** – a new window will open with an Action Plan. You can download, save and print it.

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Sample Parent Teacher Action Plan

### Sample Action Plan

#### Promoting Social and Emotional Strengths for DECA-P2

A strong social and emotional foundation is critical for all children's learning and success in life. The Devereux Early Childhood Assessment (DECA) provides information to help promote children's social and emotional strengths and reduce behavioral concerns. The table below shows the DECA results for **James Smith** based on a rating conducted by **Jane Smith** on **08/03/2016**.

DECA Protective Factors	Strength	Typical	Area of Need
Initiative			X
Attachment/Relationships			X
Self Regulation		X	
Behavioral Concerns		Typical	Area of Need
Behavioral Concerns			X

Our program recognizes the importance of children's social and emotional health and works to strengthen three protective factors associated with resilience: initiative, self-regulation, and attachment/relationships. Scores in the strength range indicate that a child is showing many positive behaviors in this area and these behaviors should be encouraged. Scores in the typical range indicate that a child is displaying behaviors that are common at this age and these behaviors should be continually supported. Scores in the Area of Need range indicate that a child is not displaying these positive behaviors as frequently as desired and a plan should be put into place to build skills in these areas.

The last row of the table shows the results of a behavioral concerns screener. If the behavioral concerns score is in the area of need range, this is information that deserves immediate attention and focus. Addressing behavioral concerns as soon as possible will help ensure that plans are put in place to reduce behavioral concerns and encourage the use of positive behaviors.

Based on the rating results displayed, recommended strategies have been identified.

#### Suggested Classroom and Home Strategies for: Initiative

**Initiative:** Initiative is the child's ability to use independent thought and action to meet needs. There are many ways children show us they are developing initiative every day, such as asking a friend to play, making a choice for lunch, and trying a new game.

Classroom Strategy	Home Strategy
(A) <b>Collaboration.</b> Ask children to co-lead simple activities during transition times. For example, ask a child to sing songs, play guessing games, do a finger-play, or tell a story to friends.	(A) <b>Collaboration.</b> Ask your child to help you make simple decisions throughout the day. Even if you can decide and take action faster on your own, invite your child to help. "Matay, we have an hour before it is time to go to bed. What are some of your ideas for how we could spend our time together?"
(B) <b>Prompting.</b> Provide a verbal prompt or suggestion for children who have difficulty entering a group at play or an activity. "Omar, you could hold the pan while I sweep the floor."	(B) <b>Prompting.</b> Provide a prompt or suggestion for your child when they might need extra support to play with another child or to start an activity. "Sarah I see you watching me pour the cake mix into the bowl, why don't you get the spoon and help me stir it?"
(C) <b>Daily Helper.</b> Ask a child to help with daily tasks such as setting the table, throwing out trash or putting away supplies.	(C) <b>Daily Helper.</b> Ask your child to help set the table, make a bed, sort and fold laundry or tear lettuce for a salad. Make sure the task is something your child can do. For example, rather than making the whole bed, maybe your child could help tuck in the sheets.
(D) <b>Be the Learner.</b> Let a child teach you how to do something. "Keilen, you are holding the brush and making swirls on your paper, can you help me to make the same kind of swirls?"	(D) <b>Be the Learner.</b> Let your child teach you how to do something. "Sandra, you figured out how to get all of the colors into your painting, can you show me how to get started?"
(E) <b>Offering Options.</b> Offer individual options for certain activities such as providing a small basin with water and toys next to the larger water table. "Jason, you moved away from the water table and covered your ears. Is it too loud? You can play in the water bin over here if you like."	(E) <b>Offering Options.</b> Offer individual options that might be more comfortable for your child. "Li, you like to help me garden and I see you are struggling with the heavy rake, would you like to help me water the newly planted seeds?"

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Tips

### Access an Existing Child & Child Reports

The screenshot shows the 'Welcome Page' of the e-DECA system. At the top, there is a navigation bar with tabs: 'eDeca Home', 'Input Ratings', 'View Ratings / Reports', 'e-DECA Management', and 'Help'. Below the navigation bar, the page title is 'Welcome Page'. On the right side, there is a dropdown menu for 'e-DECA Management' with options: 'Manage Children', 'Manage Groups', and 'Manage My Account'. A blue arrow points to the 'Work with Existing Children' link in the dropdown menu. The main content area displays the following information:

Welcome **Jane Smith** to the Devereux Ass

Your access to the Devereux Assessment Assistant is currently set to:

- Program:** Texas Early Childhood Assessment Pilot Project
- Site(s):** ChildCareGroup
- Group(s):** 1-Smith Child Care Center
- Your Role in the System is set to:** Group Administrator
- User Type:** Teacher
- User Id:** Jane Smith

[Click here to view the User Manual](#)

If you have any questions about the system, please contact your Program Administrator or Site Administrator.

### Select Manage Children > Work with Existing Children

The screenshot shows the 'Work with Existing Children: Select a Child' form. At the top, there is a navigation bar with tabs: 'eDeca Home', 'Input Ratings', 'View Ratings / Reports', 'e-DECA Management', and 'Help'. The page title is 'Work with Existing Children: Select a Child'. Below the navigation bar, the page content is as follows:

Select a Child

Program: Texas Early Childhood Assessment Pilot Project

**Select a Child:**

- Choose Site:** Select
- Choose Group:** Select
- Choose Child:** Select

OR

**Search by Last Name:** Smith

**Submit**

**Display All Children**

A blue arrow points to the 'Smith' text in the 'Search by Last Name' field.

### Enter Child's Last Name

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

The screenshot shows the e-DECA interface. At the top, there are navigation tabs: eDeca Home, Input Ratings, View Ratings / Reports, e-DECA Management, and Help. Below this is the title "Child List" and a breadcrumb link "Select a Child > Child List". The program name is "Texas Early Childhood Assessment Pilot Project". A table titled "Child Values" contains one row for a child named James Smith, born 03/01/2013, with status "A". The table has columns for LName, FName, MName, Date Of Birth, External Id, Status, Ratings, Reports, Contacts, and Update. Blue arrows point to the "Ratings", "Reports", and "Update" columns. There are also "Add New Child" and "Add New Rating" links.

LName	FName	MName	Date Of Birth	External Id	Status	Ratings	Reports	Contacts	Update
Smith	James		03/01/2013		A	<a href="#">Select</a>	<a href="#">Select</a>	<a href="#">Select</a>	

1. **Ratings** - Edit a Rating and access Strategies
2. **Reports** – View a Ratings Report, Pre-Post Comparison, Parent Letter, etc.
3. **Contacts** – Ignore this feature
4. **Update** – Update a Child’s information – name, DOB, etc.

# e-DECA: How To Enter a Child, Do an Assessment, Get Strategies & Create A Plan

## Access your Group, Child Roster & Reports

eDeca Home Input Ratings View Ratings / Reports e-DECA Management Help

**Welcome Page**

Manage Children >  
Manage Groups > **Work with Existing Groups**  
Manage My Account

Welcome **Jane Smith** to the Devereux Ass

Your access to the Devereux Assessment Assistant is currently set to:

**Program:** Texas Early Childhood Assessment Pilot Project  
**Site(s):** ChildCareGroup  
**Group(s):** 1-Smith Child Care Center  
**Your Role in the System is set to:** Group Administrator  
**User Type:** Teacher  
**User Id:** Jane Smith

[Click here to view the User Manual](#)

If you have any questions about the system, please contact your Program Administrator or Site Administrator.

## Select Manage Groups > Work with Existing Groups

eDeca Home Input Ratings View Ratings / Reports e-DECA Management Help

**Select a Group**

Select a Group

Program: Texas Early Childhood Assessment Pilot Project

**Select a Site for which you wish to work with the Groups:**

**Choose Site:** ChildCareGroup >  
**Choose Group:** 1-Smith Child Care Center >

**Submit**

## Select Site > Select Group

eDeca Home Input Ratings View Ratings / Reports e-DECA Management Help

**Group List**

[Select a Group](#) > Group List

Program: Texas Early Childhood Assessment Pilot Project

Group(s) in Site: 6234- ChildCareGroup

Group Id	Group Name	Status	Reports	Roster
28959	1-Smith Child Care Center	A	<a href="#">Select</a>	<a href="#">Select</a>

1. **Reports** – You can generate a report that shows all the ratings for your center.
2. **Rooster** – Child List for your center with access to Ratings and Reports