

Ages & Stages Screening Questionnaires (ASQ-3) Process, Practice, & Checklist

Related DEC Recommended Practices:

Family Practices: F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socio-economic diversity.

Assessment: A1. Practitioners work with the family to identify family preferences for assessment processes.

Description:

The ASQ-3 is a developmental screening tool designed for use by early educators and health care professionals. It relies on parents as experts and creates a snapshot needed to catch delays and celebrate milestones. The ASQ-3 information can be used to identify developmental areas requiring further assessment to determine the need for outcome development and related services. Screening is important to ensure that important information isn't missed leading to erroneous IFSP decisions.

The ASQ-3 & ASQ:SE are:

- available in multiple languages
- takes 10–15 minutes for parents to complete and 2–3 minutes for professionals to score
- capture parents' in-depth knowledge
- highlight a child's strengths as well as concerns
- highlight results that fall in a "monitoring zone," to make it easier to keep track of children at risk
- can be completed at home, in a waiting room, during a home visit, or as part of an in-person or phone interview.

Training:

Training activities for training facilitator or mentor:

Onboarding/ introduction training: Available electronic or paper

Always seek feedback, mentoring and/or coaching from a peers.

intake & referral staff & program administration	service providers & program administration
Read the entire Up to 3 ASQ-3 & ASQ-SE process, practice, checklist	Read the entire Up to 3 ASQ-3 & ASQ-SE process, practice, checklist
ASQ & ASQ:SE interpreting results slide presentation	ASQ & ASQ:SE interpreting results slide presentation
Four Common ASQ Screening Mistakes ASQ Similarities and Differences ASQ 3 Scoring Help ASQ:SE Scoring Help ASQ BTOTS documenting	
Watch: Cross-Cultural Considerations in the use of ASQ-3 & ASQ: SE (1h 15 min) https://www.youtube.com/watch?v=zBb_dXH4i0k&t=357s We live and work in an increasingly diverse world and the screening tools we use must effectively measure the development of children from different cultural and linguistic backgrounds. View	Watch: Cross-Cultural Considerations in the use of ASQ-3 & ASQ: SE (1h 15 min) https://www.youtube.com/watch?v=zBb_dXH4i0k&t=357s We live and work in an increasingly diverse world and the screening tools we use must effectively measure the development of children from different cultural and linguistic backgrounds. View

5/2020 ASQ 7 ASQ-SE process, practice, & checklist

saved on shared drive: Up to 3 staff, file: handbook, file: screening, evaluation, assessment

<p>the recording of this webinar to learn best practices and strategies for using the Ages & Stages Questionnaires® (ASQ) with diverse families. The presentation covers considerations for working with families from diverse backgrounds for the following steps in the screening process:</p> <ul style="list-style-type: none"> • Meeting with parents & introducing screening including tips for working with translators • Administering screening tools (ASQ-3™ & ASQ:SE) • Communicating results with families • Determining appropriate follow-up • Making community referrals <p><u>Optional</u></p>	<p>the recording of this webinar to learn best practices and strategies for using the Ages & Stages Questionnaires® (ASQ) with diverse families. The presentation covers considerations for working with families from diverse backgrounds for the following steps in the screening process:</p> <ul style="list-style-type: none"> • Meeting with parents & introducing screening including tips for working with translators • Administering screening tools (ASQ-3™ & ASQ:SE) • Communicating results with families • Determining appropriate follow-up • Making community referrals <p>Learn how to use ASQ-3 & ASQ:SE together (1 hr 5 min/ 43 min. of needed watch time): https://www.youtube.com/watch?v=0NC14OoDesg Learn how the ASQ-3 developmental screener works together with the new edition of the ASQ:SE social-emotional screener. In the webinar, veteran ASQ trainers explain why and how to use the tools together, give you practical tips for implementation, and highlight case studies showing the benefits of using both screeners.</p> <p>Autism and ASQ (<1 min.) https://www.youtube.com/watch?v=DFmGPEabRYA Can the ASQ be used as a screener for autism? That is a question the developers of ASQ get quite often. ASQ co-developer Jane Squires weighs in on the question. To learn about additional questions added to the new edition of the ASQ:SE social-emotional screener to elicit parent concerns that may point to autism, take a look at the What's New for ASQ:SE-2 webinar</p> <ul style="list-style-type: none"> •
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Practice:

- Practice the interview talking out loud like you would to learn a speech or talk
- Practice the interview process with a parent of young children
- Implement the Up to 3 Family-Directed Interview/ RBC with an Up to 3 family for initial, periodic review or annual IFSP preparation.
- After completing 2-3 Interviews ask permission from the parent(s) to video the interview for specific for learning and feedback. Complete the checklist below. Set personal goals to increase your fidelity of administration.
- Repeat the video, self-assess, goal setting process until you are confident in your process.
- Submit a final video for review by program consultant.

- The program consultant will provide feedback to improve interview skills and process or pass you off. This is a similar process that USU students are required to do.

Get Started

1. Select the questionnaire. Select the questionnaire that matches the child’s age.
2. Ask the parent to complete the questionnaire. Questionnaires may be distributed online through secure, customizable ASQ® Family Access; or in paper format—which can be easily distributed through mail, on a home visit, or in-person.
3. The parent answers the questions. ASQ’s items are easy for parents to try with their child and respond to. Questions such as “Does your baby pick up a crumb or Cheerio with the tips of his thumb and a finger?” The parent answers *yes*, *sometimes*, or *not yet* then moves on to the next item. This process takes about 10–15 minutes.
4. Score the questionnaire. With ASQ Online, the results are automatically scored quickly and accurately. The paper format can be easily scored by hand in just 2–3 minutes. Then, compare the child’s scores to the cutoff points listed on the scoring sheet.
5. Discuss results with parents and determine next steps. Communicate the screening results to the child’s parents, and suggest resources for follow-up, monitoring, or further assessment if needed.
6. Share activities with parents. Help parents encourage the child’s development by sharing fun, fast learning activities.

Make an appointment with the family to complete the

Interviewer: _____ Date: _____	Never	Some-times	½ of the time	Often	Always
1. Did the interviewer greet the family, then review the purpose of the meeting (e.g., to get to know the family and to determine how best to provide support to their child and family)?					
2. Did the interviewer ask the parents if they have any major questions or concerns before starting the interview?					
3. Did the interview have a good flow (conversational, not a lot of time spent writing)?					
4. Were both the interviewer and the parent engaged in the conversation (not distracted by other things that were going on, not looking around the room)?					
5. Did the interviewer ask follow-up questions to gain an understanding of functioning?					
6. Did the interviewer explain the purpose of the Up to 3 Satisfaction with Home and Community rating scale and how to rate the time of day & activities?					
7. Did the interviewer begin by discussing the time of day & activities that were rated as very satisfying for the family and why they rated them as satisfying?					

8. Did the interviewer address all of the family's routines/ time of day that were rated as a 1 (not at all satisfied) or 2?					
9. Were follow-up questions related to engagement (level of participation in the activity) asked?					
10. Were follow-up questions related to independence (level autonomy/ self-determination in the activity) asked?					
11. Were follow-up questions related to social relationships (level of positive communication & interaction with others during the activity) asked?					
12. Were follow-up question developmentally appropriate?					
13. Were open-ended questions used initially to gain an understanding of the routine/ time of day and functioning (followed by closed-ended questions if necessary)?					
14. Did the interviewer find out what people other than the child are doing in each routine/ time of day?					
15. Did the interviewer ask how satisfied the family is with each time of day/ activity?					
16. Did the interviewer use good affect (e.g., facial expressions, tone of voice, responsiveness)?					
17. Did the interviewer use affirming behaviors (e.g., nodding positive comments or gestures)?					
18. Did the interviewer attempt to get the parent's perspective on behaviors (why he/she thinks the child does what he/she does)?					
19. Did the interviewer use active listening techniques (e.g., rephrasing, clarifying, summarizing)?					
20. Did the interviewer ask the parent how they would like the routine/ activity to be different?					
21. Did the interviewer avoid giving advice?					
22. Did the interviewer avoid unnecessary questions, such as the specific time something occurs?					
23. Did the interviewer act in a nonjudgmental way?					
24. Did the interviewer use "time of day" the majority of the time?					
25. Did the interviewer return easily to the interview after an interruption?					

26. Did the interviewer allow the family to state their own opinions, concerns, etc. (not leading the family towards what the interviewer thinks is important)?					
27. Did the interviewer put a star to indicate the parent's desire for change /statement of how they would like the routine/ activity to be different?					
28. Did the interviewer "recap" the interview by summarizing the starred items and other change statements made by the parent?					
29. Did the interviewer ask the family, "When you lie awake at night worrying, what is it you worry about?"					
30. Did the interviewer ask the family, "If you could change anything about your life, what would it be?"					

Personal Goals: _____
