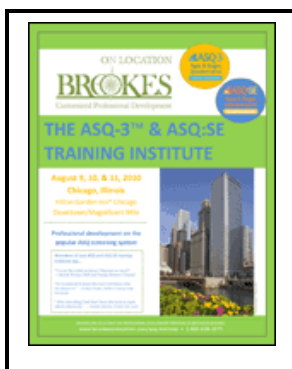
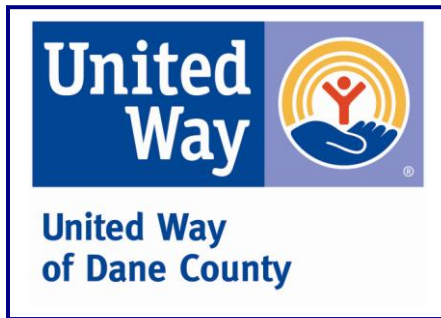


# A Brief Introductory Manual For ASQ Use in Early Child Care

Brought to you by your friends at:

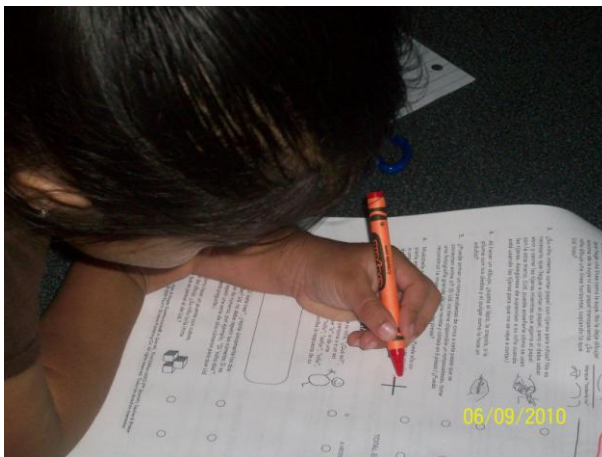


# So, you've decided to use the Ages and Stages Questionnaire with the families in your program! Congratulations!

The ASQ can help you to educate families and staff about typical development and the specific development of each child. It can also help to establish and build strong relationships between families and programs. Lastly, it can help families and staff to tailor their activities around the particular needs of each child, or in the case of caregivers, around the particular needs of each group of children. While a screen does not take the place of an assessment, its value outweighs its cost in terms of money, time and energy.

Like any tool, we want to make sure that we know its purpose, capabilities and limitations.

We also want to use it responsibly for its optimum benefit.



**First** off, educate yourself about the ASQ. There are classes, presentations, literature and web sites aplenty describing the ASQ and its use.

Use Satellite and CSSW resources to answer particular questions about the ASQ.



**Second**, decide how you'd like to use the ASQ in your setting. We recommend using the ASQ regularly and universally. Some programs include an appropriate ASQ in each child's enrollment package, others distribute appropriate ASQs before parent/teacher conferences, and still others give out ASQs as children turn certain ages (for example, at every birthday and half birthday). In some programs a director will describe and distribute ASQs to parents, in others a program's teachers will be assigned this duty.



**Third**, educate your staff about the ASQ-- what it is and why and how you've chosen to incorporate it in your program. Practice!



**Fourth**, educate parents about and introduce them to the questionnaire.

Build Value!

Regular developmental screening is recommended by the American Association of Pediatrics for all children—they may have received one at their child’s physician’s office! We hope that one day all parents in Wisconsin will be offered the chance to complete an ASQ.

(Minnesota now has ASQs completed for 30% of the young children in the state.)

The ASQ can help parents and programs learn more about “their” children.

We are very fortunate to be able to offer this wonderful experience to them and to share the results with them.



**Fifth**, request your ASQ

Contact Satellite (608-270-3438 or [satellitefcc@dpcinc.org](mailto:satellitefcc@dpcinc.org)) and let them know that you’re calling with an ASQ request. Give the responding staff member the birthdates of “your” children (remember to adjust the birthdates of any children under two-years old who were born more than 3 weeks prematurely, their adjusted birth dates should be the same as their due dates).

Give the responding staff member the projected completion dates of the ASQ (this date should not be earlier than today’s date plus two weeks).

Give the responding staff member your address and contact information.

Expect your requested ASQ within two weeks.



**As you distribute the ASQ (worth mentioning to parents):**

- The ASQ has validated our belief that parents know the most about their children.
- A typically developing child will be able to do some of the skills asked about by the questionnaire, but *usually not all of them*.
- The ASQ is not a test, but a screen and a tool—it can tell us
  - when a child is most probably developing typically,
  - when a child needs more practice in a certain area,
  - or when a child should have their development assessed by a specialist.
- An answer of “sometimes” can mean that a child performs a skill sometimes OR that a skill is developing—it’s not absent, but it’s not perfected either.
- Parents will probably know the answers to most questions—if they don’t they can set-up a play time with their child to observe the skill being evaluated.
- Children should be praised for trying to complete a task not for being able to perform it.
- **You** are available to answer parents’ questions about the ASQ and you will be getting back to them soon with the results of the questionnaire.



**For you to remember:**

- When describing the ASQ, try to avoid words like “test” and “score,” “pass” and/or “fail”—no one “fails” development!
- Help to keep test anxiety and pressures to a minimum!
- This screen is parent completed. Staff may have a different idea about the answer to a question, but a parent’s answer always trumps. Difference in opinion can lead to discussion—a child may act very differently at home and away.
- Keep in mind that this questionnaire assesses development NOT performance.
- Remember that the ASQ is like a carton of milk, each one has a “pull date!” Make sure that each ASQ is being completed (NOT merely passed out) at the proper time.



### The ASQ is Completed. Now What?



### ASQ Returned by Parents. Now What?

- Make sure that all ASQ questions have been answered and all information requested on summary sheet, including parent signature, has been filled in—if not, contact parent to complete.
- Read through the ASQ, paying special attention to children’s “not yet’s” and parent concerns.
- Return the ASQ to Satellite ASAP for assessment of results.
- Expect return with results and resources in the following two weeks.



## **ASQ Results Assessed; ASQ Returned. Now What?**

### **Scenario One:**

#### **Probable Typical Development**

- Sign results letters (may be director or teacher depending on your protocol).
- Share ASQ results with family.
- Address any concerns that parents shared/share.
- Return questionnaire with results letter to family and recommend that they share results with the important people in their child's life.
- Thank parents for their participation in the screening.

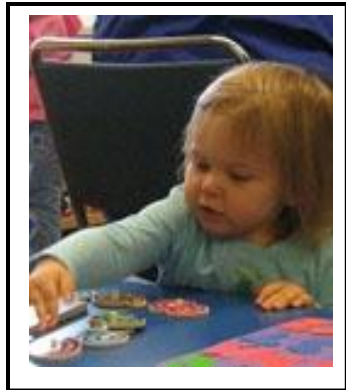


**Scenario Two:**

**“Monitoring Zone”**

**(Probable that child needs more practice or experience in one or more certain area(s) of development):**

- Sign results letters (may be director or teacher depending on your protocol).
- Share ASQ results with family starting with developmental areas were typical or strong in the screening.
- Share news regarding area(s) of concern.
- Give family resources about the area of concern—developmental information and activities (Satellite will be sending you resources with each monitoring zone/concerning result; feel encouraged to supplement this selection).
- Stress that they can help the child to grow in this area.
- Develop an action plan with the family—what will they do and what will you do.
- Address any concerns that parents shared/share.
- Return questionnaire to family with results letter and recommend that they share results with the important people in their child’s life.
- Schedule a future check-in/rescreen to monitor progress.
- Thank parents for their participation in the screening.



### Scenario 3:

#### Results “Below the Cut-Off”

(Child should be assessed by a specialist in one or more certain area(s) of development):

- Sign results letters (may be director or teacher depending on your protocol).
- Share ASQ results with family starting with developmental areas that appeared typical or strong in the screening.
- Share news regarding area(s) of concern.
- Let parents know that the ASQ is NOT diagnostic; it simply alerts us to a concern that should be further assessed.
- Validate parent concerns/feelings.
- Remind parents that this is still the same child as before you had this information with the same smile and same adorable way that s/he greets you every morning.
- Give family resources about the area of concern—developmental information and activities (Satellite will be sending you resources with each monitoring zone/concerning result; feel encouraged to supplement this selection).
- Stress that they can help the child to grow in this area.
- Develop an action plan with the family—what will they do and what will you do.
- Encourage a referral to Birth to Three (child under 3 years old) or local school district’s Early Childhood program (children 3-5 years old).
- Offer to make that referral and do so if in you plan of action.
- Address any concerns that parents shared/share.
- Return questionnaire to family with results letter and recommend that they share results with the important people in their child’s life.
- Schedule a future check-in/rescreen to monitor progress.
- Thank parents for their participation in the screening.



**Follow Up on “Concerning” Results and “Parent Concerns”**

Satellite is responsible for entering ASQ results into a secure Public Health database (SPHERE: the Secure Public Health Electronic Records Environment). This database not only requires report on the results of each ASQ, but also the follow-up for each parent concern (listed in any of the “Overall” questions of the ASQ), result in the Monitoring Zone, or result below the cut-off.

Thus Satellite will need to know what your plan of action is for each of these children/families. Please share this information by filling out the plan of action forms included with your ASQ and return them to Satellite as soon as possible.



### Why use the ASQ in your program?

- This tool lets parents know that they are important to you and that you value what they know about their child. It both builds and reinforces your partnership.
- The ASQ is an educational tool for both parents and staff—
  - “What is typical at this child’s age?”
  - “What comes next?”
  - “Where is this child on the developmental continuum?”

Educated and involved families make a positive difference in the lives of their children and their children’s caregivers.

- The ASQ can help parents in your program learn new ways to interact with their children.
- ASQ results can result in good follow-up to developmental concerns.
- ASQ results can guide general curriculum development for both children and classroom—Dinosaur stickers might be planned for that dinosaur-loving child needing more fine motor practice; more cause and effect activities might be added to a classroom where several children’s ASQs indicated concerns in the development problem solving.



### **Questions/Concerns?**

Please don't hesitate to call for help!

Satellite

Supporting Quality in Family Child Care

608-270-3438

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Lizzie Sexton at CSSW

608-442-4176

[elizabeth.sexton@cssw.org](mailto:elizabeth.sexton@cssw.org)

We are happy and eager to help!

We are also available to help provide resources to share with parents and information about how to refer a child for a developmental assessment by Birth to Three or your local school district's Early Childhood program.

