



Welcome to
Introduction to the ASQ-3

THE TRAINING WILL BEGIN SHORTLY! WHILE YOU'RE WAITING...

Icebreaker Question
(answer in the chat)
What winter activity are you looking forward to?

Survey & Certificate of Completion
Available following the training.

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Hi, We're CalTrin!

Who we are

- The California Training Institute
- Funded by the State of California, Dept. of Social Services, Office of Child Abuse Prevention (OCAP) to support child abuse prevention through professional development and extended learning opportunities.
- Designed for staff of family strengthening and child abuse prevention organizations in California, including Family Resource Centers, Child Abuse Prevention Councils, community-based organizations, and other child and family serving systems.

What we offer

- Live webinars & small group training
- Virtual, self-paced courses
- Job aids & other resources

This training was made possible with funding from the California Department of Social Services, Office of Child Abuse Prevention. Any opinions, findings, conclusions, and/or recommendations expressed are those of the CEBC/CalTrin and do not necessarily reflect the views of the California Department of Social Services.

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UPCOMING TRAININGS
mark your calendars!

Visit caltrin.org to view and register for upcoming webinars or workshops

 December 16 Knowledge of Parenting & Child Development	 January 14 Introduction to Child Trauma
 January 9 The Ripple Effect of Social Media on Youth Well-Being	 January 15 Overview of the Protective Factors
 January 13 Collaborative Leadership: Aligning Goals, Driving Results	 January 21 Fostering Wellness in the Midst of Challenging Work

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Not on Instagram? You can also find CalTrin on Facebook and LinkedIn—and don't forget to subscribe to our YouTube channel. Let's get social!

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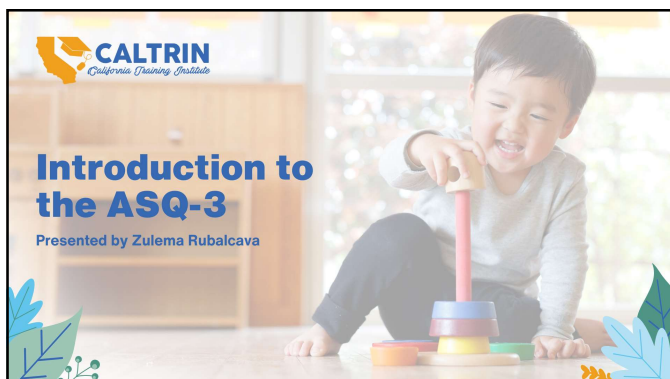
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Before We Begin...

DURING		AFTER
 Access your notetaking slides now! The link can be found in the chat.	 Review interactive features for today's session. Locate the controls on the toolbar at the bottom of your screen.	 Complete the survey at the end of this webinar to receive your Certificate of Attendance.
 This presentation is being recorded.	 External AI assistants are not allowed in CalTrin trainings due to California privacy laws.	 A follow-up email will be sent to all participants within two days.

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CALTRIN
California Training Institute

Introduction to the ASQ-3

Presented by Zulema Rubalcava

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Speaker SPOTLIGHT



Zulema Rubalcava
Pediatric Partnerships
Program Officer
San Francisco Department of Early
Childhood

- Designs and implements activities that support pre-natal, post-natal, infant and toddler health and wellness, early identification and intervention, and pediatric quality improvement efforts
- 15 years of experience focused on strengthening and enhancing services available to children and families
- Has provided training, coaching, consultation, and technical assistance in a variety of community settings

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Training Agenda


- Review benefits of developmental screening
- Describe features of ASQ-3
- Describe and interpret cutoff scores
- Have strategies for involving and communicating with families about developmental screening
- Discuss appropriate follow-up and referrals



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Common Terms

- Screening
- Diagnostic Assessment
- Monitoring



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Screening

A *brief* procedure designed to identify children who should receive more intensive assessment or evaluation from agencies such as Regional Centers or School Districts



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Diagnostic Assessment



An in-depth assessment of one or more developmental areas to determine the nature and extent of a physical or developmental delay *and* determine if the child is eligible for early intervention services

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Monitoring

Developmental surveillance – Screening at-risk infants and toddlers *not* known to be eligible for special health or educational services *at frequent intervals*



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And, Remember



- Screening **does not** diagnose delays or disabilities
- Screening **does not** identify specific child goals or skills to target; only information on general areas of development

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Why We Screen

- 1 in 4 children under the age of 6 in California are "at-risk"
- Only 28.5% of children in California receive timely screenings
- California ranks 44th in the country for screening children below the federal poverty level



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Benefits of Developmental Screening



- Identifies children at risk for possible developmental delays
- Detects child's strengths and opportunities
- Provides an opportunity to:
 - Address family concerns
 - Educate parents on child development
 - Empower families

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Universal screening and monitoring programs (with individualized and comprehensive follow-up) promote social equity and maximize a child's ability to enter school ready to learn



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Cultural Adaptability of ASQ



- Alternative administration methods
- Alternative materials suggested on the questionnaire
- Normative sample includes diverse populations
- Scoring allows for omission of inappropriate items

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Features of the ASQ-3



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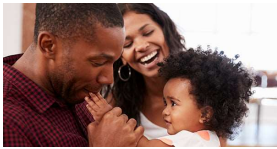
What are the Ages & Stages Questionnaires (ASQ)

- Parent- or caregiver- completed screening tools that encourage family involvement
- Series of questionnaires for children ages 1 month to 5 ½ years
- Tools to accurately identify children at risk for developmental delay
- Tools to educate adults about child development and guide developmental promotion



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Parent Report: Research



- Parents are highly reliable when reporting on their child's development (Dinnebeil & Rule 1994)
- ASQ-3 research found 93% agreement between parents and professionals
- Many other studies agree that parents are reliable reporters

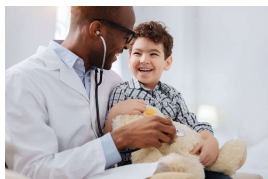
Parents ARE the experts on their child!

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Difference in Family and Professional Report

Research indicates:

- Professionals may underestimate a child's skills
- Higher agreement for easily observed skills and behaviors
- Families report more emerging skills
- Children do different things in different settings



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Features: Family Engagement



- Encourages family involvement
- Validates parent concerns
- Conveys the value for and importance of the parent's expertise
- Can create teachable moments with families about development
- Bridges communication between providers and families

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Features: ASQ-3 Intervals

21 Questionnaire Intervals

2, 4, 6, 8, 9*, 10, 12, 14, 16, 18, 20, 22, 24 (spaced 2 months apart)

27, 30, 33, 36 (spaced 3 months apart) 42, 48, 54, 60 (spaced 6 months apart)

Recommendations:

- *Only use 9-month ASQ in medical settings
- Monitor every 4-6 months up to 2 years
- Monitor every 6 months after 2 years
- Monitor more frequently if concerned

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ASQ-3 and ASQ:SE Domains

ASQ-3

- Communication
 - Expressive
 - Receptive
- Gross Motor
- Fine Motor
- Problem solving
- Personal-social
 - Adaptive
 - Social



ASQ: SE-2

- Social-Emotional development

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Features: Cover Page

- Administration window indicated at top left corner on ASQ-3
- Question about prematurity determines if adjusted age is needed

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Features: Important Points to Remember

Important Points to Remember:

- Try each activity with your baby before marking a response.
- Make completing this questionnaire a game that is fun for you and your child.
- Make sure your child is rested and fed.
- Please return this questionnaire by _____.

Notes:

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Features: ASQ-3 Areas & Questions

PERSONAL-SOCIAL	YES	SOMETIMES	NOT YET
1. Does your child feed himself with a spoon, even though he may spill some food?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Does your child help undress himself by pulling off clothes like socks, hat, shoes, or mittens?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Does your child play with a doll or stuffed animal by hugging it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. When looking at himself in the mirror, does your child offer a toy to his own image?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Does your child give your attention or try to show you something by pointing to your hand or object?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Does your child come to you when she needs help, such as with using a toy or understanding a task from you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PERSONAL-SOCIAL TOTAL	_____		

- 5 developmental areas
- 6 questions in each area
- Response options: Yes, Sometimes, Not Yet
- 4th to 6th grade reading level

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Frequently Asked Questions

I don't have time to do this. Can you do it?

The ASQ is a parent completed questionnaire, and because you know your child best it is really important for you to share what you know about your child. I can support you in this process, but I can't complete the ASQ without you.

Why do you want to do this with my child? Is something wrong?

No, there is nothing wrong; we offer these questionnaires to all of our families. These first five years are really important times for learning—in fact these years are the time of the most rapid growth in a child's brain. It's really helpful to do a quick check and make sure everything is on schedule.

What are you going to do with this information? Who is going to see it?

This is up to you. I can keep the questionnaire in my files or you can keep it, or we can both keep a copy. It would be great for you to share results with your child's doctor. I would never share information about your child with anyone without your permission.

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Scoring and Implementation

Ages & Stages Questionnaire, 3rd edition (ASQ-3)

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Selecting the Correct Questionnaire

1. Determine age of child in months and days:
 - Subtract Date of Birth from Date ASQ Completed

What is child's age in months and days?

2. Adjust age if needed for prematurity (up to 2 years).

- Adjust age when 3 or more weeks premature.
- Subtract # of weeks from age of child.


If child was 6 weeks premature, what is their adjusted age?

3. Use age (or adjusted age) to select questionnaire.


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Resources for Choosing Intervals


ASQ Age Calculator APP



www.agesandstages.com



Age Administration Charts



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Scoring the ASQ-3

- Step 1: Review the responses. If any missing items, try to obtain answers. If item is inappropriate, leave it blank.
- Step 2: Calculate domain area totals; add up all questions in domain area: "Yes"=10; "Sometimes"=5; "Not yet"=0
- Step 3: Read the answers to the Overall section questions carefully and respond appropriately.
- Step 4: If any questions were not answered (omitted), calculate new area total (next slide with an example)

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Adjusting Score When Answers are Omitted

Create a new total area score so child is not penalized

- 1) Divide total area score by the number of items answered in that area

$$(\text{area score}) \div (\text{number of items}) = \text{averaged points}$$
- 2) Add this average item score to the total area score to get a new total score

$$(\text{area score}) + (\text{averaged points}) = \text{new total}$$

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Scoring Practice


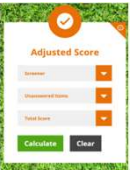
PERSONAL-SOCIAL

	YES	SOMETIMES	NOT YET	
1. Does your child feed himself with a spoon, even though he may spill some food?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
2. Does your child help undress himself by taking off clothes like socks, hat, shoes, or mittens?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
3. Does your child play with a doll or stuffed animal by hugging it?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
4. While looking at himself in the mirror, does your child offer a toy to his own image?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9
5. Does your child get your attention or try to show you something by putting on your hand or clothes?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	10
6. Does your child come to you when she needs help, such as with picking up a toy or unfastening a full from a pot?	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	5
PERSONAL-SOCIAL TOTAL:				55

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Resources for Adjusted Score

ASQ Age Calculator App www.agesandstages.com Quick Start Guide


ADJUSTING SCORES WHEN ITEM RESPONSES ARE MISSING

When the scores for missing items are not available, the scores for the adjusted total score are calculated. Adjusted scores are used to determine if a child is at risk for developmental delay. The adjusted score is calculated by taking the total score and dividing it by the number of items that were answered. The adjusted score is then multiplied by the total number of items to get the adjusted total score.

Item Score	Adjusted score (1 item missing)	Adjusted score (2 items missing)
10	10	10
9	9	9
8	8	8
7	7	7
6	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1
0	0	0

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Example of Completed & Scored Information Summary Sheet



The image shows a completed ASQ-3 16 Month Information Summary sheet for a child named Emma. The form includes sections for Personal-Social, Communication, and Motor Skills, with various sub-sections and items. The scores for each section are calculated and shown at the bottom of the form.

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ASQ-3 Score & Interpretation

Consider the following:

- ☒ Total ASQ-3 Area Scores
- ☒ Overall Responses/Parent Concerns



What other factors may impact a child's screening results?



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ASQ-3 Score & Interpretation



How might a child's family and cultural context impact early development?

- Communication styles
- Geography/Environment
- Values & Beliefs
- Parenting Practices

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ASQ-3 Score & Interpretation

Not Yet?



Why Not?

Did the child have an opportunity to try items? Is item appropriate given the child's cultural context?

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[illegible][illegible]

Discussing Results...with all families

- Plan for cultural or language issues
- Be timely and insure confidentiality
- Start by celebrating the child
- Review the purpose of screening and questionnaire
 - Start with strengths
 - Avoid terms such as “test”, “pass”, “fail” (use family-friendly language, i.e. strengths, skills in progress, opportunities to practice/support)
- Invite families to share observations and suggestions for follow-up actions

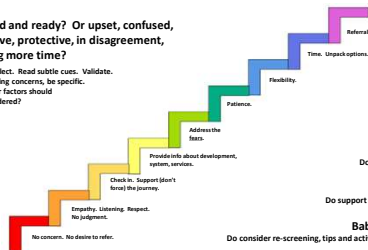


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Having Difficult Conversations

Relieved and ready? Or upset, confused, defensive, protective, in disagreement, needing more time?

Listen. Reflect. Read subtle cues. Validate. When sharing concerns, be specific. What other factors should be considered?



Join the family.
Do not need to convince parents to refer.

Walk along with them.
Do support parents in referral when they're ready

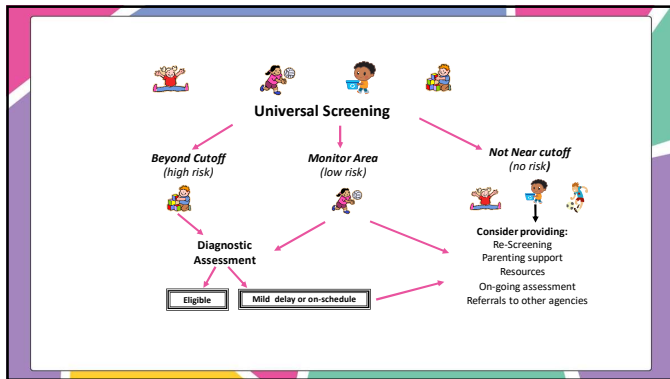
Baby steps, one step at a time.
Do consider re-screening, tips and activities; give parents the time they need.

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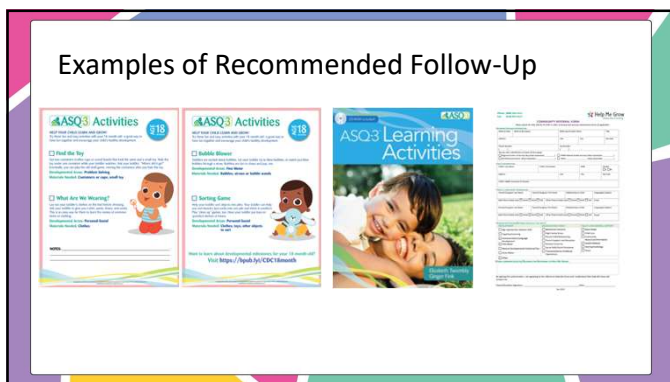
Next Steps & Follow-Up

Building a system of early identification and intervention

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Follow-up to Screening

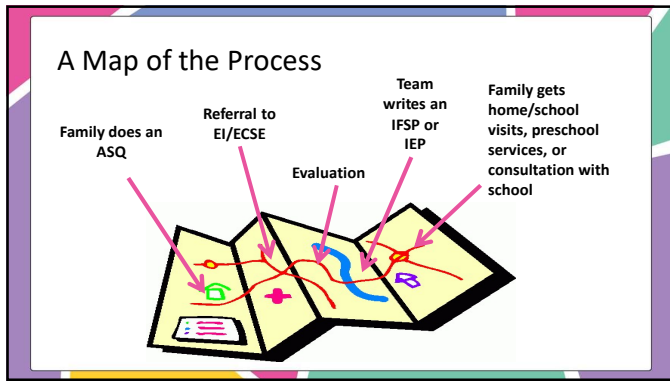
Share results with Primary Health Care Providers (PHCP)

The child's health care provider can:

- Determine if health or medical conditions (e.g., hearing loss) are impacting a child's development
- Determine if the child is eligible for other services or supports through health systems

A photograph showing a doctor in a white coat examining a young child. A woman, presumably the parent, is standing next to the child, holding their hand. The doctor is looking at the child's chest area.

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In Summary/Q&A

- Screening tools can help bridge communication with families
- Developmental issues are very complicated
- Referrals should be based on a variety of considerations in addition to scores
- Any questions?

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