



ASQ AROUND THE WORLD
The 2nd Invitational Symposium of International ASQ Researchers
Stockholm, Sweden
AGENDA

Monday, June 6, 2016

3:00 p.m. – 4:00 p.m. **ROOM AVAILABLE FOR POSTER SET-UP**
(Vasasalen Room, Main Floor, Elite Palace Hotel, Stockholm)

4:00 p.m. – 4:15 p.m. Participant check-in
(Pick up your symposium materials and meet other attendees. Set out your sample ASQ items if you have made translations or adaptations you wish to have on display for others to peruse.)

4:15 p.m. – 5:15 p.m. **Welcome and Introduction to the 2nd ASQ Around the World Symposium**
Jane Squires and Diane Bricker

TITLE: ASQ Globally: A Review of Developmental Screening Around the World

DESCRIPTION: We will open with an overview of the structure of the Symposium and a review of some of the developments in screening around the world since the 1st International Symposium in San Francisco in September 2014.

5:15 p.m. – 5:30 p.m. **BREAK** Time to complete poster set-ups

5:30 p.m. – 7:30 p.m. Research Presentations (Poster Session) and Social Gathering

We will be in the same room as the Introductory Talk for the poster sessions. Visit the posters of most interest to you and speak with the presenters. Complimentary hors d'oeuvres and appetizers and wine/beer/soft beverage bar available.

Poster #1 Magdalena Tsoneva and Veselina Vasileva Bulgaria

TOPIC: Bulgarian Adaptation of the ASQ in the Context of Early Childhood Intervention

DESCRIPTION: Over the last 6 years, the Karin Dom Foundation has piloted Early Childhood Intervention (ECI) services in Bulgaria. Karin Dom's ECI model is based on the principles of early start, working in the child's natural environment, using a family-centered approach, and establishing strong community partnerships. Karin Dom has continuously expanded and disseminated this model across the country. In our search for a tool to support this process, we chose the ASQ because of its cost-effectiveness, parent engagement, and the possibilities for broad application with infants and young children. The Bulgarian adaptations of ASQ and ASQ:SE are ongoing. This poster will present some of our research to date, based on 100 administrations per interval gathered from all geographical areas of the country.

Poster #2 Ljiljana Pintaric Mlinar and Rea Fulgosi Masnjak Croatia

TITLE: Initial Experiences in Introducing ASQ and ASQ:SE in Croatia

DESCRIPTION: This poster will describe our initial applications of our translation of the ASQ and ASQ:SE with familiar parents in our faculty rehabilitation center to expand our study and to explore the reliability and validity of scores using our Croatian translations. We will present our initial phase data, specific needs of cultural appropriateness, and translation issues encountered, as well as describe our plans for further research with the hope of learning more from others who have already accomplished this phase.

Poster #3 Mia Masnjak, Lea Šušković, and Rea Fulgosi Masnjak Croatia

TITLE: Croatian Adaptation of ASQ:SE-2: A Pilot Study

DESCRIPTION: This poster presents investigation of psychometric properties of ASQ:SE-2 based on data obtained from 400 administrations per age intervals (60, 48, and 36 months) on preschool children of both genders, from the town of Zagreb, Croatia. This pilot study is part of the broader investigation in which the ASQ:SE-2 will be used along with tests for assessment of motor skills of preschool children in different towns of Croatia. That investigation is carried out within a scientific project: "Motor Skills in Preschool Children: Foundation of the National Center for Motor Development," approved and funded by the Croatian Science Foundation and Faculty of Kinesiology, University of Zagreb (project leader Dr. Sanja Šalaj, Assistant Professor, Faculty of Kinesiology). This project will embrace 1,500 boys and girls, ages 3 to 7 years, and their parents from different towns of the Republic of Croatia. Subjects' testing will be conducted in two parts: first, the parents will fill out the questionnaire; and in the second part, the children's motor skills will be measured through two sets of motor development and motor proficiency tests. The socioemotional level of preschool children will be assessed as well, since the aim of the study is to investigate the link between social-emotional development and motor skills, taking into account gender and age.

Poster #4 Maia Gabunia Georgia

TOPIC: Adaptation, Validation, and Standardization of the Ages & Stages Questionnaires (ASQ-3) to the Georgian Speaking Population and Considerations of Cultural Sensitivity

DESCRIPTION: In low- and middle-income countries, it is especially important to have a simple screening tool that is scientifically reliable and valid, appropriate for the culture, brief, user friendly, and easy to learn and administer. This poster will present the results of a study conducted for the purpose of cultural adaptation, validation, and standardization of the ASQ-3 questionnaires for Georgian children 2–60 months old with similar socio-cultural backgrounds.

Poster #5 Anna Kukuruza, L. Samarina, E. Ermolaeva, and Hollie Hix-Small Russia and Ukraine

TOPIC: Comparative Analysis of Social-Emotional Development of Ukrainian and Russian Children

DESCRIPTION: The poster will present the results of a comparative analysis of the social-emotional development of children from Russia and Ukraine, using the ASQ:SE-2. Total score and preliminary item-level analysis will be presented. Similarities and differences between the scores for the two countries will be highlighted with implications for tool use discussed.

Poster #6 Anna Kukuruza, Tetyana Mishchuk, Oksana Kryvonogova, S. Tsirulik, and I. Roshkovich Ukraine

TOPIC: Analysis of a Satisfaction Survey of Ukrainian Parents

DESCRIPTION: This poster will present the result of an analysis of a satisfaction survey of Ukrainian parents about ASQ-3 and ASQ:SE-2. Information on the time required to complete the questionnaires, difficulties the parents encountered, and their ideas for how to change the questionnaires to make them better will be presented.

Poster #7 Maiken Pontoppidan Denmark

TOPIC: Translation of the Danish ASQ:SE and Use as an Outcome Measure in Intervention Studies with Infants in Denmark

DESCRIPTION: Developmental screening and early intervention for preschool children at-risk of developmental delays are required for optimal outcomes. This poster presentation will describe examples of translation, adaptation, and research with the ASQ:SE as an outcome measure in Denmark.

Poster #8 Patricia Carla De Souza Della Barba and Ana Maria Serrano Brazil

TOPIC: Empowerment of Parents' Knowledge about the Development of their Children Using the ASQ

DESCRIPTION: This poster will present the results of a study that applied use of the ASQ with 100 parents of children 6–60 months old in the context of day care centers in São Carlos, São Paulo, Brazil. In 2016 this sample will be expanded. The ASQ-BR can be considered an effective development screening tool and informational support tool for parents, within a family-centered and capacity-building approach.

Poster #9 Peter Fitermann Uruguay

TITLE: Socioeconomic Factors in Development and Behavioral Outcomes in Uruguayan Children under 4 Years

DESCRIPTION: There are just a few studies in Latin America using ASQ-3 and ASQ:SE, especially in population studies. In 2014, ENDIS collected socioeconomic and demographic data from more than 1,160 children, between 0 and 47 months of age, in the first wave of a National Panel Study of Health, Nutrition, and Child Development. We will present the results of this study about child development, including socio-emotional development. This is the first time we have data to compare with international studies using the same methodology, and we will present some correlations with other variables studied, like family income, maternal education, household, early education programs, and so forth.

Poster #10 Kay Heo South Korea

TOPIC: A Strategy for Screening Young Children's Development Using the Korean-Adapted ASQ and the Development of the ASQ 6-Year-Old Questionnaire

DESCRIPTION: In Korea, the Ages & Stages Questionnaires have been adapted and validated for the Korean population from the second edition of the ASQ (Squires et al., 1999). It has been successfully used for various purposes in many different settings, including the Korean government health promotion system of infants and young children, community-based programs, and research settings. However, 6-year-old children were excluded because no Korean ASQ questionnaire was available for that age. Based on the need, the Korean 6-year-old questionnaire has been developed. The poster will: 1) review the usage of the ASQ in Korea, and 2) present the results of developing the 6-year-old ASQ items.

Poster #11 Gota Masui, Ken Manabe, and Atsushi Nanakida Japan

TOPIC: The Current Situation and Issue of Early Intervention in Japan

DESCRIPTION: This poster will introduce the current situation and issue of early intervention in Japan. Children who receive a diagnosis of developmental disabilities, the number of child abuse cases, and the percentage of children living in poverty have been increasing. Following the 2016 Eliminating Disability Discrimination Act, early interventionists must consider reasonable accommodations and family involvement as societal demands change quickly. In recent years, several comprehensive approaches have been introduced in Japan, but they are not yet used effectively. Because assessment is diverse and complex, it is difficult for early interventionists to explain the need to parents. The Ages & Stages Questionnaires have been translated by a pediatrician in Japan, but so far are only used among some pediatricians and are not known by most early interventionists. But, in the near future, the ASQ is going to be absolutely necessary in Japan.

Poster #12 Xueyun Su and Huichao Xie China

TOPIC: Translation of the ABI Book and ABI Parent Training in China

DESCRIPTION: The translation of the ABI book, *An Activity-Based Approach to Early Intervention, Fourth Edition* (Johnson, Rahn, & Bricker, 2015), will provide a great resource to early childhood professionals and parents in China. It shows readers how to seamlessly link assessment, goal development, intervention, and evaluation for children from birth to age 5. Using activity-based intervention (ABI), the early childhood professionals and parents learn how to develop individualized education program/individualized family support plan (IEP/IFSP) goals, create multiple and varied learning opportunities, and work as a team. Under the context of a shortage of professionals, parents play a crucial role in early intervention, and ABI parent training and its outcomes will be discussed in this poster.

Poster #13 Chieh-Yu (Tom) Chen and Jane Squires Taiwan

TOPIC: Evaluation of the Dimensionality of the Ages & Stages Questionnaires: Social-Emotional, Second Edition, Using Multidimensional Item Response Theory

DESCRIPTION: In the last decade, few investigations have been conducted to evaluate ASQ:SE's underlying constructs. As a widely used social-emotional competence screening instrument, the underlying constructs should be explicit and may support its construct validity and contribute to the body of knowledge related to the nature of social-emotional competence in very young children. The present study aims to investigate the dimensionality of the ASQ:SE using Item Response Theory models. This poster will present results that indicate a two-dimensional construct yielded a better model fit than a one-dimensional construct for 6m, 12m, 18m, 24m, 30m, 36m, 48m, and 60m intervals in the ASQ:SE-2. In light of ASQ:SE items representing milestones in social-emotional development, the results seem to support a theoretical model depicting the nature of social-emotional competence consisting of two underlying components: social competence and emotional competence. Furthermore, the results support the construct validity of the ASQ:SE-2.

Poster #14 Chieh-Yu (Tom) Chen, Ching-I Chen, and Rachel (PeiFang) Wu Taiwan

TOPIC: A Preliminary Study on the Use of the ASQ in Taiwan

DESCRIPTION: In Taiwan, developmental screening has been recognized as a critical first step in early identifying children who might need early childhood intervention services. Nonetheless, the major challenge has been the lack of an assessment tool with solid technical adequacy, which leads to low identification rates (Ho, 2009). This study explored preliminary psychometric properties of the Traditional Chinese version of the Ages & Stages Questionnaires and the Ages & Stages Questionnaires: Social-Emotional in Taiwan. This poster will present results of technical adequacy and cultural appropriateness, as well as considerations and challenges during the translation/adaptation process. Implications for practice, study limitations, and future directions will be delineated.

Poster #15 Jantina Clifford and Kimberly Murphy U.S.A., working in U.S.A. and Vietnam

TITLE: Preparing the ASQ-3 for Use in Vietnam

DESCRIPTION: This poster will provide an overview of the process involved in adapting, norming, and evaluating the technical adequacy of the Vietnamese version of the ASQ-3 for use in Vietnam. Strategies as well as issues encountered in the adaptation process will be addressed.

Poster #16 Jill Dolata U.S.A.

TOPIC: ASD in ASQ? A Summary of Autism Research Using ASQ

DESCRIPTION: The Ages & Stages Questionnaires, Third Edition (ASQ-3; Squires & Bricker, 2009), and the Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2; Squires & Bricker, 2015), are used by pediatricians, educators, and parents to screen for developmental and social-emotional delays and identify children at risk for delay. Various studies have addressed the identification of autism spectrum disorder (ASD) from the context of ASQ. This poster will address previous and ongoing research in this area and elaborate of ongoing research in this area, directions for future studies, and the potential for practical applications.

(Enjoy the hors d'oeuvres and appetizers at the poster session, or venture out for dinner on your own after the posters. See the hotel concierge for dining recommendations.)



Tuesday, June 7, 2016

8:00 a.m. – 8:30 a.m. Complimentary continental breakfast and opportunity to talk with other attendees
(Sign up for one of the luncheon networking topic tables. You'll be eating with colleagues with shared interests.)

8:30 a.m. – 12:00 p.m. **Morning Sessions**

ASQ and IMPLEMENTATION

8:30 a.m. – 9:00 a.m. **Kevin Marks** U.S.A.

TITLE: Implementing Developmental-Behavioral Screening and Surveillance in the USA for Children 0–5 Years Old

DESCRIPTION: This presentation will describe implementing developmental-behavioral (DB) screening tools like the ASQ-3 and ASQ:SE-2 in a U.S. medical home setting. First, the case in favor of screening for DB problems in children 0–5 years is built. The best setting for DB screening may vary from country to country. Next, the step-by-step, *team-based* process for how DB screening tools are implemented in an office setting is reviewed in detail. Each team member has a specific task, but the main goal is to get children with a suspected delay *or* an at-risk condition swiftly linked to the most appropriate community services.

9:00 a.m. – 9:30 a.m. **Carmen Dionne** Canada

TITLE: Effective Practices for Screening and Child Assessment

DESCRIPTION: This presentation will describe work with UNESCO to pursue objectives related to the training of graduate students, conducting research activities, and implementing dissemination and knowledge transfer in early intervention for children at risk and with disabilities from birth to 6 years of age. In terms of training, plans for activities related to graduate education programs including seminars, fellowships, and workshops will be described. Related to research, plans for the development and evaluation of interventions (screening and developmental intervention activities) with the child/caregiver in various living environments (family homes, daycares, community setting) will be described.

9:30 a.m. – 10:00 a.m. **Xiaoyan Bian, Ruoshui Wang, and Huichao Xie** China

TITLE: Developmental Screening and the Translation/Adaptation and Implementation of the ASQ and ASQ:SE for China

DESCRIPTION: China has the largest number of children ages 0 to 6 years, yet has the least number of doctors for each child. Furthermore, China has no formally published developmental and behavioral screening tools developed within China. The ASQ and ASQ:SE fulfill our needs. Under the authorization of Brookes Publishing and the instruction of Dr. Jane Squires, we introduced the ASQ and ASQ:SE, including the paper version, an online version, and a materials kit following the suggestions of the International Test Commission. This presentation will discuss our progress. The ASQ and/or ASQ:SE are now being used by people in two thirds of China's provinces.

10:00 a.m. – 10:30 a.m. **AUDIENCE QUESTIONS & ANSWERS**

10:30 a.m. – 10:45 a.m. **BREAK** Coffee, tea, refreshments

ASQ NATIONAL STUDIES

10:45 a.m. – 11:15 a.m. **Annaloes Van Baar and Marjolein Verhoeven** The Netherlands

TITLE: The ASQ-3 and Research with Developmental Assessment Measures in The Netherlands

DESCRIPTION: Research with the Bayley-III-NL showed that the Dutch norms differed from the US norms for all subtests and that these differences were clinically relevant (Steenis et al., 2015). This presentation will report on a comparison of the ASQ-3 and the Bayley-III-NL that was conducted in two age cohorts: one for the 2–16 month ASQ-3 age-versions and one for the 18–42 month age-versions. Overall sensitivity values were low to moderate and specificity values were low to high. For the older age-cohort, sensitivity and specificity values were higher than for

the younger age-cohort. The best sensitivity-specificity combination resulted in a sensitivity of 69% and specificity of 92% in the oldest age-cohort. Currently, further study is being undertaken to evaluate if the different age versions of the ASQ-3 could be improved for Dutch children, which could be necessary in view of differences between the Dutch and the US populations.

11:15 a.m. – 11:45 a.m. Ana Maria Serrano, Sónia Lopes, Patrícia Graça Meireles, Salete Teixeira, and Rita Laranjeira Portugal

TOPIC: The Portuguese National Early Intervention System and ASQ-3: A Perfect Match for Child Finding

DESCRIPTION: This presentation will describe the Portuguese National Early Intervention System (SNIPI) that was established in 2009, by specific legislation, and how the ASQ is an important tool to be used for child finding, not only because of the guidelines and recommended practices in the system, but also because of the support for capacity-building for family orientation and because of how the system is articulated to comprise different ministries (Health, Education, and Social Services). This aspect facilitates the use of ASQ as there is a clear communication channel to identify and refer children who will need EI services, as well as a surveillance system for children who need monitoring. Our goal is to convince politicians and SNIPI administrators to adopt ASQ; in order to do so, we are doing a qualitative study in some regions to introduce the instrument and disseminate information about the importance of its use. These efforts will also be briefly described.

11:45 p.m. – 12:15 p.m. AUDIENCE QUESTIONS & ANSWERS AND MORNING WRAP-UP

12:15 p.m. – 1:45 p.m. Group Lunch, with networking tables

1:45 p.m. – 4:45 p.m. Afternoon Sessions

ASQ and SPECIAL POPULATIONS

1:45 p.m. – 2:15 p.m. Marjolein Verhoeven The Netherlands

TITLE: Use of the ASQ with Foster Children

DESCRIPTION: In The Netherlands, there are more than 21,000 foster children, including 7,300 children age 0–4 years. Many of these young children have significant delays in cognition, language, motor, and social-emotional development. To develop effective treatment plans and to prevent or limit further problems for the child, it is necessary to follow their development and timely recognize developmental delays. This presentation will report on a recent pilot study of 85 foster children and their foster parents, which showed that use of the Ages & Stages Questionnaires monitoring system can be effective for this purpose.

2:15 p.m. – 2:45 p.m. Anita D'Aprano and Samantha Simpson Australia

TITLE: Validation of the Adapted ASQ-3 for Australian Aboriginal Children

DESCRIPTION: There are no culturally appropriate developmental screening tools with established validity for remote-dwelling Australian Aboriginal children. A recent cross-cultural adaptation of the ASQ-3 – the *ASQ-TRAK* – has high face validity and was culturally acceptable and relevant to Aboriginal parents, Aboriginal Health Workers, and early childhood development experts. The current research aims to determine the concurrent validity of the ASQ-TRAK compared to the Bayley-III. Sixty-seven Australian Aboriginal children ages 2, 6, 12, 18, 24, and 36 months participated. Child health nurses were trained to administer the ASQ-TRAK during routine well-child checks. The Bayley-III was administered within one week by a blinded practitioner. This presentation will report results that showed moderate correlations between the corresponding ASQ-TRAK and Bayley-III domains and acceptable sensitivity (71%) and specificity (92%). Further studies will aim to build on the current data set and include children from other locations, enabling the ASQ-TRAK to be used with confidence in remote Aboriginal communities across Australia.

ASQ and NEW TOOLS

2:45 p.m. – 3:15 p.m. **Kimberly Murphy, Jane Squires, and Diane Bricker** U.S.A.

TOPIC: Revision of a Parent-Completed Social-Emotional Screening Assessment for Young Children: The Ages & Stages Questionnaires: Social-Emotional, Second Edition

DESCRIPTION: This presentation will report on the revision of the *Ages & Stages Questionnaires: Social-Emotional* undertaken to establish new cut-off scores based on a larger and more representative normative sample than was available for the first edition. In addition, a new 2-month interval was added for infants 1–3 months and the upper age range of the ASQ:SE-2 was expanded to 72 months (6 years). Selected psychometric properties including validity, reliability, and utility were studied and will be reported, based on the sample size of more than 16,000 children and families included from around the U.S. Study limitations, including underrepresentation of some ethnic/racial groups, lack of a “gold standard” for measuring convergent validity, and lack of resources to complete comprehensive assessments on children, will be discussed.

3:15 p.m.–3:30 p.m. **BREAK** Coffee, tea, refreshments

3:30 p.m. – 4:00 p.m. **Jantina Clifford, Kimberly Murphy, and Ching-I Chen** U.S.A.

TITLE: Stretching the ASQ: Development and Evaluation of the ASQ:Inventory, a Tool for Evaluating Progress of Infants and Toddlers

DESCRIPTION: This presentation will provide an overview of the process involved in creating an “extended” ASQ by combining all items from the 21 intervals of the ASQ-3 into one measure: the ASQ:Inventory. This presentation will also address guidelines for administering the ASQ:Inventory, scoring, and interpreting results. Recent psychometric analyses will be presented, and ideas for future analyses will be discussed.

4:00 p.m. – 4:30 p.m. **Astrid Kiil and Nina Madsen Sjo** Denmark

TITLE: Comparison of the SEAM, the SDQ, and the C-TRF

DESCRIPTION: This presentation will report results from a study that aims to produce further evidence on the psychometric properties of the Danish versions of the Social-Emotional Assessment/Evaluation Measure (SEAM), the Caregiver–Teacher Report Form (C-TRF), and the Strengths and Difficulties Questionnaire (SDQ) for toddlers and preschoolers. Data were collected from several independent centers leading to a more representative sample. This study has analyzed if and how social-emotional and behavioral function as assessed by the SEAM relates to social-emotional and behavioral function as assessed by the SDQ and the more diagnostic C-TRF in the age range of 2–5 years. Analysis of quantitative data on teachers’ view on the utility of the questionnaires, including usefulness, relevance, acceptability, and ease of understanding, will also be reported.

4:30 p.m.–5:15 p.m. **Wrap-Up Discussion**

4:30 p.m. – 5:00 p.m. **Jane Squires and Diane Bricker**

Topic: Participant Feedback from the 2nd ASQ International Meeting

DESCRIPTION: Jane and Diane will collect and summarize the range of observations, feedback, ideas, and suggestions from meeting participants. This re-cap will provide a basis for future meetings and the development of networks to continue research and service to expand developmental screening worldwide.

5:00 p.m. – 5:15 p.m. **The ASQ International Symposium Development Team**

Topic: Announcements and Farewells until the Next International Symposium

DESCRIPTION: Brookes representatives will join the ASQ developers in drawing this second international ASQ symposium to a close. Announcements about the ASQ Portal and new materials on www.agesandstages.com will be shared. A survey will be sent out to attendees to poll for suggestions for The 3rd Invitational Symposium of ASQ International Researchers.