Slide 1

Welcome to the Preparing for Questionnaire Completion training module. My name is Mary Alice Batts-Hatfield and I will be the presenter for this 25-minute module.

Slide 2

Objectives

- Learn best practices for Introducing ASQ-3 and ASQ:SE-2 to parents
- Learn about various methods to provide questionnaires to families
    - Paper entry
    - Family Access
- Learn how to create and prepare documents, letters, and other introductory materials using ASQ Online

This online training module focuses on best practices in preparing for questionnaire completion. You will:

- Learn best practices for Introducing ASQ-3 and ASQ:SE-2 to parents
- Learn about various methods to provide questionnaires to families
    - Paper entry
    - Family Access
- Learn how to create and prepare documents, letters, and other introductory materials using ASQ Online

Slide 3

Parents will be more comfortable about and engaged in screening when they understand two thing: what it's for, and how it works.

We'll focus next on some key areas to cover with parents when you introduce them to ASQ-3 and ASQ:SE-2 and ask them to participate.

Slide 4

Share the purpose of screening.

Parents may worry about participating in a screening program. Some may be new to the idea, while others might fear that their child will be labeled. The next four slides will cover:

- Sharing with parents what screening is and why it matters.
- Guiding parents so they feel ready to complete a screening successfully.
- Explaining how ASQ-3 works.
- Explaining the ASQ-3 response options and what each one means.

Slide 5

Introducing ASQ-3 to Parents:
Share the Purpose of Screening

Some things to say to parents (see the "ASQ Online Quick Reference Guide" PDF):

• "ASQ-3 provides a quick check of your child's development."
• "Your answers show your child's strengths and any areas in which your child may need more help or practice."
• "The information you provide will be helpful in determining whether your child needs further assessment."

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Share the purpose of screening.
To help parents feel more comfortable about the screening process, make sure to explain what screening is and how screening results are used.

Here is a sampling of things you can say to help address parents' concerns:
• ASQ-3 provides a quick check of your child's development.
• Your answers show your child's strengths and any areas in which your child may need more help or practice.
• The information you provide will be helpful in determining whether your child needs further assessment.

You can find these tips and others in the "ASQ Online Quick Reference Guide" PDF, in the section titled "Introducing ASQ-3 and ASQ:SE-2 to Parents."

Slide 6

Introducing ASQ-3 to Parents:
Help Parents Feel Prepared to Screen

- Offer tips before parents complete their first questionnaire (see the "ASQ Online Quick Reference Guide" PDF for examples).
- Give parents a list of items they'll need.
- Review *Important Points to Remember* on the questionnaire.

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Completing an ASQ-3 questionnaire is simple, but some advance guidance will help parents feel prepared to complete a screening successfully. Parents who are completing a questionnaire for the first time will appreciate tips such as those in the "ASQ Online Quick Reference Guide" PDF. Here are some examples:

- Try each activity with your child before you mark a response.
- Make this a game that's fun for you and your child.
- Make sure your child is rested and fed before you start.

You can find these tips and others in the section of the "Quick Reference Guide" titled "Introducing ASQ-3 and ASQ:SE-2 to Parents."

Also be sure to provide a list of items that parents will need to have on hand to complete the questionnaire.

Finally, review the Important Points to Remember section on the questionnaire.

Slide 7

When explaining to parents how ASQ-3 works, you'll want to be sure to address three topics: the 5 developmental areas of ASQ-3, the items in each area, and the questionnaire's Overall section. The "ASQ Online Quick Reference Guide" PDF offers specific tips in the section titled ""Introducing ASQ-3 and ASQ:SE-2 to Parents."

Here are some examples of tips in each of the three areas:

- When describing the 5 developmental areas of ASQ-3, use easy-to-understand language like this:

  o *Communication refers to your child's language skills—both what your child understands and what they can say.*
  o *Gross Motor is how your child uses their arms, legs, and other large muscles for sitting, crawling, walking, running, and other activities.*
  o *Fine Motor is your child's hand and finger movement and coordination.*
  o *Problem Solving is how your child plays with toys and solves problems.*
  o *Personal-Social is your child's self-help skills and interactions with others.*

- Regarding the items in each area, you might assure parents, Your child may be able to do some, but not all, of the items.

- About the Overall section of the questionnaire, you might say, The Overall section asks questions about your child's development as a whole and any concerns you may have.

Slide 8

Introducing ASQ-3 to Parents:
Review the 3 Response Options

Review the three response options and what they mean*:*
- YES: Child is performing the skill.
- SOMETIMES: Child is just starting to perform the skill or performs it occasionally.
- NOT YET: Child is not yet performing the skill.

See the "ASQ Online Quick Reference Guide" PDF for these tips and others.

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ASQ-3 items ask parents to choose one of three possible answer options. Here's a simple way to explain them to parents:

- **YES** means that your child is performing the skill.
- **SOMETIMES** says that your child is just beginning to perform the skill or does it on occasion.
- **NOT YET** indicates that your child is not yet performing the skill.

You can find these tips and others in the "ASQ Online Quick Reference Guide" PDF, in the section titled "Introducing ASQ-3 and ASQ:SE-2 to Parents."

Slide 9

It's also helpful to share with parents a list of the materials they'll need to administer the ASQ-3 60 month and 72 month questionnaires.

You can download this handout at **www.agesandstages.com/ks.**

Slide 10

As with ASQ-3, you can help parents feel more comfortable about the screening process by explaining what ASQ:SE-2 is and how the results are used. Next we'll cover the most important points to share and some examples of things to say when introducing ASQ:SE-2 to parents.

As a reminder, you can find these examples and others in the "ASQ Online Quick Reference Guide" PDF, under the heading "Introducing ASQ-3 and ASQ:SE-2 to Parents."

First, **share the purpose of ASQ:SE--2.** Here are some things you can say:

- *ASQ:SE-2 provides a quick check of your child's social--emotional development.*
- *The information on this questionnaire is confidential. I will not share the information with anyone without your consent.*
- *Your answers show your child's social--emotional strengths as well whether there are behaviors you'd like to talk about.*
- *Your answers help me know what type of information I can gather for you.*
- *Your answers help me get to know your child better and show how I can provide support in the classroom.*
- *If you have questions or concerns about any of your child's behaviors that are beyond my knowledge, I can help you find other resources or agencies in our community that can help.*

Next, **review the Important Points to Remember section at the top of the questionnaire's first page.** Remind parents to answer questions based on what they know about their child's behavior. Here are examples of things you might say:

- *Answer the questions based on your child's usual behavior, not behavior when your child is sick, very tired, or hungry.*
- *A parent or caregiver who knows your child well can complete ASQ:SE--2—this is someone who spends more than 15 to 20 hours a week with your child.*

Third, **explain the scoring system's 3 response options and show the parent where to mark their response.**
- *OFTEN OR ALWAYS means the child is performing the behavior frequently or all the time.*
- *SOMETIMES means the child is performing the behavior occasionally but not consistently.*
- *RARELY OR NEVER means the child is not performing the behavior or is performing it rarely.*

Fourth, **review the CONCERN column.** Encourage parents to check their response first and then indicate whether the question reflects a concern about their child's behavior.

And finally, **review the Overall section.** Encourage parents to respond to the open--ended questions at the end of the questionnaire by checking YES or NO and providing detail as appropriate.

Slide 11

When parents finish completing a questionnaire, take a few moments to review what they can expect next:
- Tell parents that you'll be in touch to share the results with them.
- Give parents a time frame for when they can expect to hear from you.

Slide 12

ASQ Online offers flexible options for providing questionnaires to parents.

The options for completing questionnaires are also flexible. Parents can complete a questionnaire:

- online, or on paper
- independently, or with assistance

The next few slides offer more detail about these options.

Slide 13

To have the parent complete a questionnaire independently online, you can:
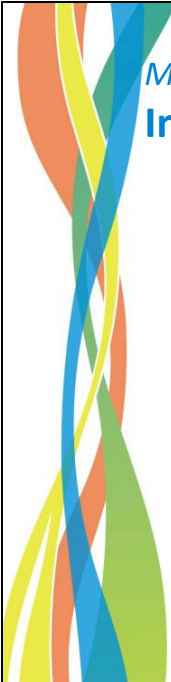
Send the questionnaire to the parent electronically by emailing them the ASQ Online Family Access link.

- Share a flyer with the link to ASQ Online Family Access. You might:
- send the flyer home in the child's folder
- give out the flyer at a parent night or other event
- Ask the parent to complete the questionnaire online at school.

Slide 14
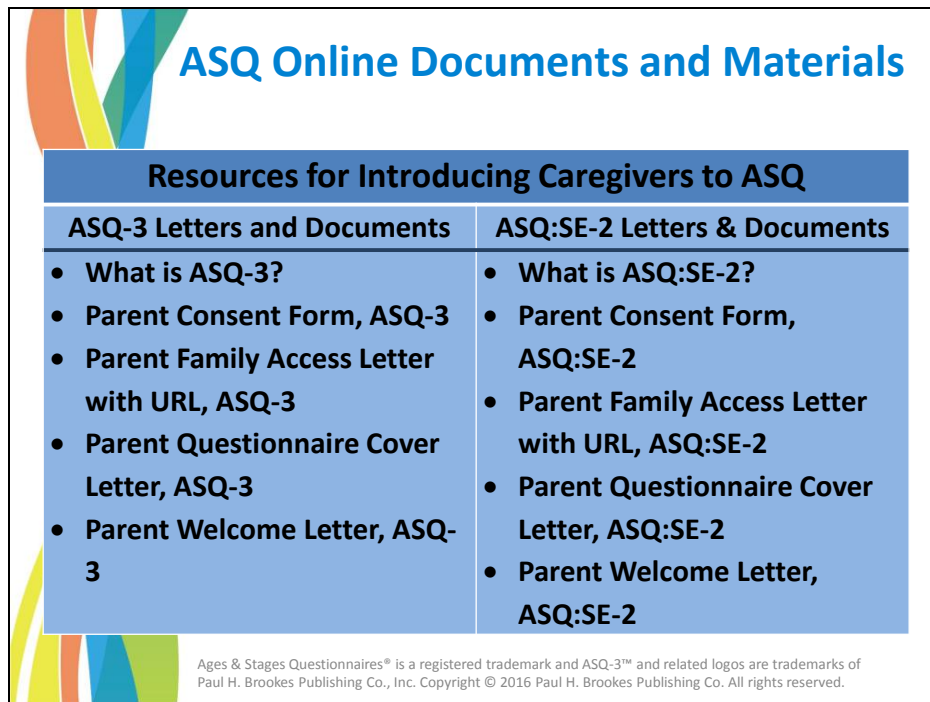
Methods of Completing Questionnaires:
Independently, Hard Copy

- Send a printed copy of the questionnaire home.
- Ask the parent to complete the questionnaire during a parent–child visit at school.

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There are a couple of ways to have parents complete a hard copy of the questionnaire independently. You might:

- Send a printed copy of the questionnaire home for the parent to complete and return.
- Ask the parent to complete the questionnaire during a parent–child visit at school (or a slow start, a back-to-school night, or a family education event).

Slide 15

ASQ Online makes available several resources you can use to help acquaint parents with ASQ-3 and ASQ:SE-2. These include:
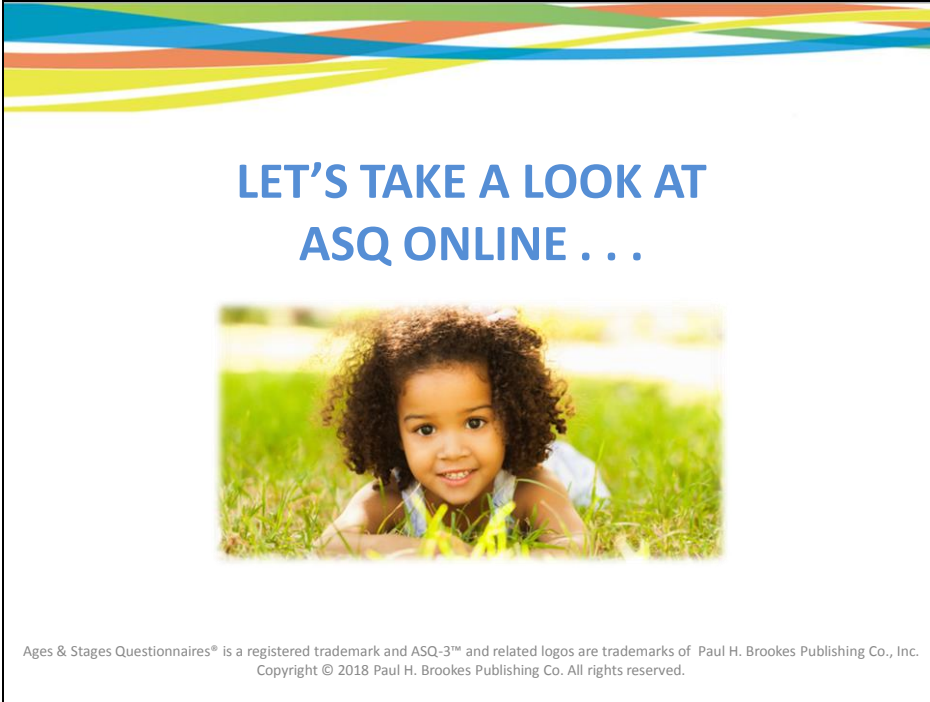
- an introduction letter
- information about ASQ-3 and ASQ:SE-2
- a blank questionnaire for parents to complete

You can print blank copies of these resources or create your own packet of materials.

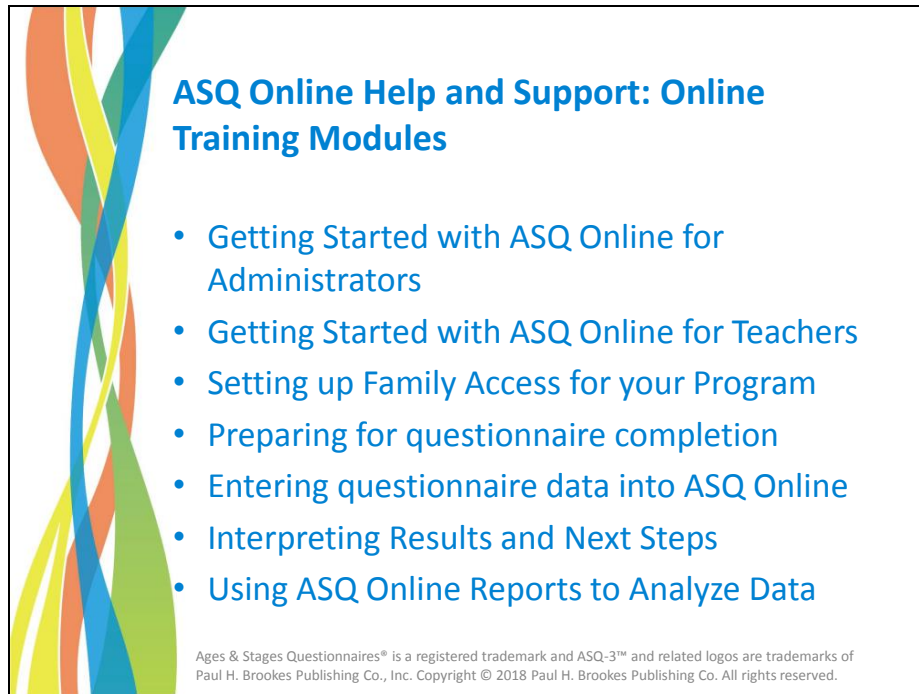Documents and blank questionnaires are available for printing in ASQ Online. You'll find them under Screening Management, in the "Documents" section.

Slide 16

Now, let's take a look at ASQ Online . . .

Slide 17
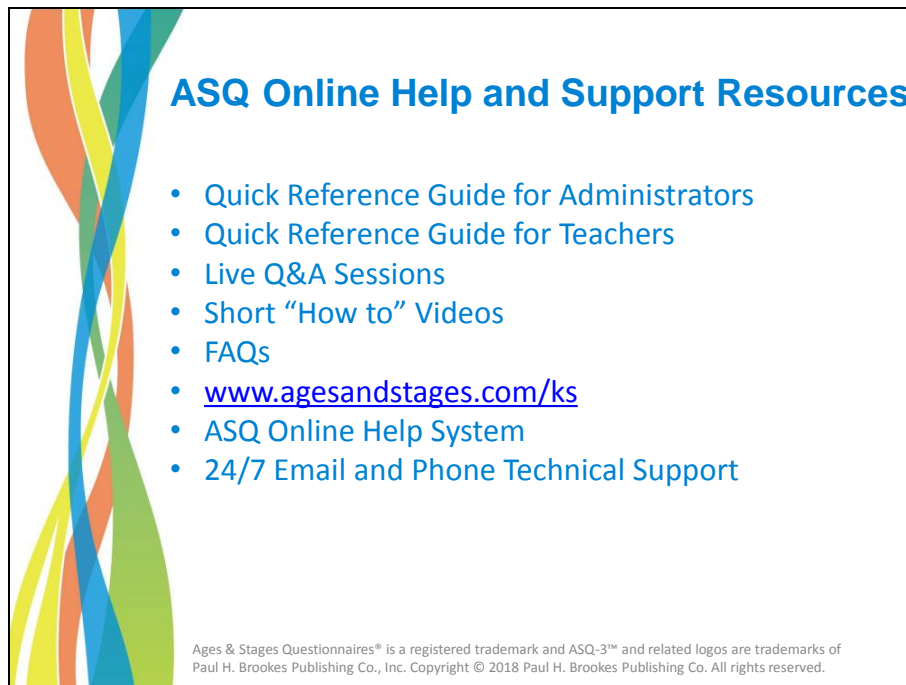

ASQ Online offers 7 training modules:

- Getting Started with ASQ Online for Administrators
- Getting Started with ASQ Online for Teachers
- Setting up Family Access for Your Program
- Preparing for Questionnaire Completion
- Entering Questionnaire Data Into ASQ Online
- Interpreting Results and Next Steps
- Using ASQ Online Reports to Analyze Data

Slide 18

Besides the 7 training modules, you also have access to a wealth of other resources and support content, including:

- *Quick Reference Guide for Administrators*: A fully illustrated PDF guide with step-by-step procedures on how to use ASQ Online
- *Quick Reference Guide for Teachers*: An illustrated PDF guide specifically for teachers
- Live Q&A webinar sessions where you can get your questions answered by a member of the ASQ Online implementation team
- Short "How to" videos
- FAQs
- A dedicated web portal, www.agesandstages.com/ks, where you can access the Quick Reference Guides, online training modules, videos, FAQs, and other support materials
- The ASQ Online Help system at www.asqonline.com, which contains user manuals, additional FAQs, online tutorials, and support documentation
- Email and phone technical support--24 hours a day, 365 days a year