



ASQ AROUND THE WORLD
The 3rd Invitational Symposium of International ASQ Researchers
Annapolis, Maryland, USA

AGENDA with NOTES PAGES

Monday, March 18, 2019

2:00 p.m. – 3:00 p.m. **ROOM AVAILABLE FOR POSTER SET-UP**
(Capitol AB, The Westin Annapolis)

2:00 p.m. – 3:00 p.m. **Participant Check-in**
(Annapolis Ballroom, The Westin Annapolis)

Pick up your symposium materials and begin to meet other attendees. Set out your sample ASQ items if you have translations/adaptations or informational brochures that describe your use of the ASQ that you would like others to see. This is a good way to get ideas from one another.

3:00 p.m. – 3:15 p.m. **Welcome to the 3rd ASQ International Symposium**
Melissa Behm, Heather Shrestha, and Carolyn Burke

3:15 p.m. – 3:30 p.m. **From San Francisco to Stockholm to Annapolis:
Objectives of the 3rd ASQ International Symposium**
Jane Squires and Diane Bricker

3:30 p.m. – 4:45 p.m. **Participant Introductions**
Facilitated by Heather Lengyel

DESCRIPTION: Each participant will be invited to talk briefly (2 minutes) about their educational and research background, involvement with the ASQ, and what they hope to gain from the conference.

4:45 p.m. – 5:15 p.m. Maiken Pontoppidan [Denmark](#)

TITLE: Using the ASQ:SE-2 as an Outcome Measure in Intervention Studies

DESCRIPTION: This presentation will report on intervention data collected at baseline (i.e., infants at 1.5 months old), post-intervention (i.e., infants at 5.5 months old), and follow-up (i.e., infants at 18 months) using a pre-publication version of the ASQ:SE-2. The study examined the effects of the Incredible Years Parents and Babies group offered as a universal intervention to 112

parents. Also, briefly discussed will be the survey data gathered from approximately 47,000 parents of children 9, 24, or 36 months old, work that is ongoing at the time of this report.

5:15 p.m. – 6:00 p.m.

BREAK A break before reception and posters. Time to complete poster set-ups.

6:00 p.m. – 8:00 p.m. RECEPTION AND POSTER SESSION
(Capitol AB, The Westin Annapolis)

Come mingle with attendees and enjoy the opportunity to talk with the poster presenters. We will be serving a light dinner buffet plus a selection of beverages (wine/beer/soft drinks) and desserts.

Poster #1 Luisa Schonhaut [Chile](#)

TOPIC: Predictive Validity of ASQ-CI

DESCRIPTION: This poster reports on a study to examine the predictive validity of ASQ-CI (8-18 and 30 month) to detect mild to severe cognitive function delay and learning difficulties at the age of 8 years in children born at different gestational ages. We also compared and report on the predictive validity of the ASQ-3 and Bayley assessments.

Poster #2 Rea Fulgosi Masnjak [Croatia](#)

Topic: How Do Parents and Preschool Teachers Evaluate the Child's Social-Emotional Developmental Level?

DESCRIPTION: The aim of this study was to determine differences between parents' and preschool teachers' evaluations of children's social-emotional developmental level. The sample included 131 children attending preschool in the town of Zagreb (54% boys, 46% girls) between the ages of 42 and 70 months. Social-emotional development was assessed with the ASQ: SE-2. Significant differences were found in evaluations of parents and preschool teachers on items: 2, 3, 4, 7, 9, and 11 (i.e., When upset, can you child calm down within 15 minutes? Does your child cry, scream, or have tantrums for long periods of time? Is your child interested in things around her, such as people, toys, and food? Does your child seem more active than other children his age? Does your child hurt herself on purpose? Do *other* children like to play with your child?).

Poster #3 Huda Felimban [Saudi Arabia](#)

TOPIC: Adapting ASQ-3 into Arabic

DESCRIPTION: This poster provides an overview of the process involved in translating and culturally adapting the Arabic version of the ASQ-3. Strategies as well as issues encountered in the adaptation process are addressed. Initial parent reactions to completing the ASQ-3 Arabic will also be discussed.

Poster #4 Kay Heo and Eunhee Ma [South Korea](#)

TOPIC: Analysis of At-risk Status Using the Korean-Adapted ASQ and ASQ:SE of Young Children Who Are in Children's Residential Care Homes

DESCRIPTION: The K-ASQ and K-ASQ:SE were used to analyze the risk status of young children who live in children's residential care homes before and after a multi-tiered intervention program was applied. Intervention programs and results of the change in risk status of the young children living in residential care homes will be presented.

Poster #5 Brookes Publishing, on behalf of Nestlé [Ecuador, Indonesia, Mexico, South Africa](#)

TOPIC: StimuLearn, an Interactive App using the ASQ Learning Activities in Developing Countries

DESCRIPTION: After securing permission from Brookes Publishing, Nestlé worked with Brookes and authors Jane Squires, Liz Twombly, and Ginger Fink to incorporate ASQ Learning Activities into a free educational app, *StimuLearn*, to support child development and family engagement. This app is made available to families in developing countries in association with the distribution of NIDO® (a Nestlé specially formulated powdered milk). This poster describes the educational games featured in this mobile application and shows how it is being used in some of the 27 countries where it is available.

Poster #6 Brookes Publishing [U.S.A.](#)

TOPIC: Destination Developmental Screening: www.agesandstages.com

DESCRIPTION: A 2017 survey of ASQ users about challenges related to screening and informational needs was used to expand and enhance the ASQ website (www.agesandstages.com). Several new features, including registration-only access, were launched in October 2018. This poster features exciting new resources available to help ASQ users during every phase of the screening journey.

Poster #7 Brookes Publishing [U.S.A.](#)

TOPIC: Parents as Partners in Screening

DESCRIPTION: Parents and other family members should be active partners in the developmental screening process—and engaging, easy-to-understand materials will help you reach out to families and ensure their involvement. This poster introduces some of the parent-friendly ASQ® resources available for translation or adaptation.

Poster #8 Ages and Stages International Research (ASIR) [U.S.A.](#)

TOPIC: ASQ-4 Preview

DESCRIPTION: This poster will introduce Symposium participants to the work underway toward the development of ASQ-4. All items in ASQ-3 have been reviewed and modified (if needed) based on experience with the current edition. Some new items have been added, and ASQ-4 will also include a new age interval for 6 years. The developers are now collecting data using the new questionnaires, inviting families from across the U.S. to complete ASQ-4 online (<https://agesandstagesresearch.com>). Brookes is beginning the critical task of gathering customer insight that will help further define ASQ-4 and its accompanying support materials for users.

Poster #9 Kimberly Murphy and Jantina Clifford [U.S.A.](#)

TOPIC: Is Translation Enough? Maintaining Item Intent and Parent Engagement when Adapting ASQ

DESCRIPTION: This poster presentation will summarize current recommended practices and challenges related to translation and adaptation of developmental screening measures. Suggestions and considerations related to issues that are often encountered when translating or adapting the ASQ (e.g., item intent, use of materials, tone, response options) will be provided.

Poster #10 Michel Rousseau, Roselyne Savard T., and Carmen Dionne [Canada](#)

TOPIC: Translation and Cultural Adaptation of the Ages & Stages Questionnaires Around the World: A Scoping Review

DESCRIPTION: Many health and social care systems, practitioners and researchers need developmental screening tools to accommodate different populations. A common approach is to translate and culturally adapt well-established measures, such as the Ages & Stages Questionnaires (ASQ). This scoping review aims to (1) give a global portrait and a preliminary overview of the translated and culturally adapted ASQ implementation all over the world, and (2) provide a narrative synthesis and a

data mapping of the available scientific literature about translation and cultural adaptation processes of the ASQ. Out of the 50 articles included in the narrative synthesis, 43 different cultural adaptations were identified in 29 languages and 27 countries. Based on the results, some guidelines are proposed about ASQ translation and cultural adaptation processes.

Poster #11 Alan Malik U.S.A.

TOPIC: ASQ-PTI, “The easy way to build effective community-wide screening systems”

DESCRIPTION: This poster and demo will feature the Patient Tools, Inc. (PTI) adaptation of ASQ-3 and ASQ:SE-2. PTI enables near 100% screening reach, promotes better client and provider engagement, and builds a community network starting with a single app. PTI screens in portals and connected agencies. PTI coordinates care sharing results, flags, and referrals. PTI allows you to share data while providing the transparency to keep your program on track.

Poster #12 Brookes Publishing U.S.A.

TOPIC: ASQ Online: Online Data Management and Questionnaire Completion

DESCRIPTION: Participants will receive an overview and demo of the ASQ Online System and learn how they can maximize the effectiveness of a screening program. Key topics include, automated scoring and questionnaire selection; online questionnaire completion for families; tasks, reminders, customizable letters and documents; flexible and efficient reporting; and seamless data integration.

Tuesday, March 19, 2019

7:45 a.m. – 8:20 a.m. Continental breakfast provided for Symposium Participants
(Annapolis Ballroom)

Food will be available until 8:45 a.m., including hot and cold breakfast items, bakery breads, fruit, and hot and cold beverages.

8:20 a.m. – 8:30 a.m. Diane Bricker

TITLE: Welcome and Overview of the Day

8:30 a.m. – 9:00 a.m. Camille Smith U.S.A./Brazil

TITLE: Zika Outcomes and Development in Infants and Children (ZODIAC) Project

DESCRIPTION: The Zika outbreak was first identified in Brazil in early 2015 and was declared a public health emergency because of the large number of children with Zika virus infection. This presentation will describe the ZODIAC Project in Paraiba and Ceara, Brazil, that was designed to learn more about the health and developmental outcomes of congenital Zika virus infection in babies 12–24 months of age. The study design will be discussed, as well as the rationale for instruments used to address the child’s health and developmental status such as the ASQ, and measures of parenting stress and depression.

9:00 a.m. – 9:30 a.m. Xiaoyan Bian and Ruoshui Wang China

TITLE: Introduction of 2017 Online Version of the ASQ System-Chinese

DESCRIPTION: In this talk, the presenters will describe the evolution of the online system for ASQ-Chinese. The ASQ-Chinese online system was first put into use in 2013, but multiple challenges were encountered. Two key changes were introduced in 2017: completion of questionnaires via

smart phones, and the addition of more drawings to illustrate the items. The presenters will share their experiences with participants and will describe the new system they launched in 2017.

9:30 a.m. – 10:00 a.m. Huichao Xie Singapore

TITLE: From Clinical Use to Community Application: Adapting and Implementing the ASQ®-3 in Singapore

DESCRIPTION: The presenter will briefly introduce the adaptation of the ASQ-3 into a 3-language version to facilitate the community implementation in Singapore. Two public children hospitals have been using the original ASQ-3 as a secondary screener and/or for monitoring high-risk populations. However, barriers exist for the population-based implementation of the ASQ-3 by early childhood professionals and parents, such as lacking mother-tongue language versions and evidence for the validity of educator and parent report on child development in the local context. A research project funded by the Singapore Ministry of Education has been launched to develop a local multi-language version of the ASQ-3 to be representative of the linguistic and cultural context in Singapore, as well as to collect data in the 10-, 18-, 24- and 30-month intervals to examine the validity of parent and early childhood teacher reports.

10:00 a.m. – 10:30 a.m. Kevin Marks, Jane Squires

COMMENTARY AND DISCUSSION

DESCRIPTION: Our commentators will offer reflections on the morning's papers and invite your comments and questions.

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

10:45 a.m. – 11:45 a.m. SPECIAL SESSION A Global Initiative
Carmen Dionne and Michel Rousseau (Canada),
Kay Heo and Sohee Kim (South Korea), and Luisa Schonhaut (Chile)
UNESCO CHAIRS PROGRAM

DESCRIPTION: The special session will focus on how screening activities are implemented from the perspective of different countries (advocating for policies, confronting barriers, and addressing other concerns and opportunities). Participants will be invited to present ideas and discuss their own experiences relative to screening practices implementation.

12:00 p.m. – 1:30 p.m. **LUNCHEON BUFFET** Lunch is provided for all attendees.
(Senate AB Room)

1:30 p.m. – 2:00 p.m. Kevin Marks Denmark

TITLE: Early Childhood Developmental-Behavioral Screening in Scandinavia and the USA

DESCRIPTION: This presentation discusses a systematic review undertaken by the presenter and colleagues of how ASQ is used in the USA and in Scandinavian countries (namely, Denmark, Norway, and Sweden). Comparisons of use are provided, revealing different practices in the countries. The review's findings will be discussed, including the low use of the "overall" section of

the ASQ in the U.S. and ASQ use for purposes other than its original intents in Scandinavia. The study concludes that general and at-risk populations benefited in many ways from developmental-behavioral screening, and the presenter will offer some important follow-up steps.

2:00 p.m. – 2:30 p.m. Peter Fitermann Uruguay

TITLE: ASQ-3 and ASQ:SE in a Longitudinal Study—ENDIS—in Uruguay

DESCRIPTION: This session will present data work and new findings from a longitudinal study in Uruguay. Studies in reliability and validity of ASQ:3 and ASQ:SE in Uruguay (Latin America) will be reported, as well as findings from some of the work in the ENDIS study (longitudinal study of child development).

2:30 p.m. – 3:00 p.m. Prathiba Agarwal Singapore

TITLE: Evaluation of the Use of the Ages & Stages Questionnaires (ASQ-3) for Developmental Screening in Singapore

DESCRIPTION: The current study was conducted as part of a larger parent-offspring cohort research project, the Growing Up in Singapore Towards healthy Outcomes (GUSTO) study in Singapore. Parents of 649 children were recruited to complete an ASQ-3 questionnaire for their child in the 9- ($n = 513$), 18- ($n = 351$), and 24-month ($n = 377$) intervals. The authors will present the results of this longitudinal study on the ASQ-3 in terms of the consistency of screening results across three time points, the correlations of ASQ-3 screening results (i.e., above cut-off and below cut-off) with several risk factors such as the child's gestational age, weight at birth, mother's education attainment, household income, and maternal age. Implications will be discussed regarding how to adapt the ASQ-3 to better match the linguistic and cultural context in Singapore, as well as the significance of risk factors in child development reported from this sample.

3:00 p.m. – 3:30 p.m. Maiken Pontoppidan, Diane Bricker

COMMENTARY AND DISCUSSION

DESCRIPTION: Our commentators will offer reflections on the afternoon's papers and invite your comments and questions.

3:30 p.m. – 3:45 p.m. **BREAK** Coffee, tea, cold beverages, and refreshments

3:45 p.m. – 4:45 p.m. **ROUNDTABLES (concurrent sessions)**

Roundtable #1 Anita D'Aprano, Jantina Clifford, and Kimberly Murphy

(Annapolis Ballroom *Please remain in this room for Roundtable #1.*)

TITLE: Frequently Lost in Translation: Challenges and Successes in Translating and Administering ASQ across Cultures in Research and Practice

DESCRIPTION: High quality translations that are performed according to recommended guidelines are still challenged to maintain the parent-friendly tone of the ASQ that is key to parent engagement and parent completion of the tool. Parent engagement is an integral part of the ASQ to connect the parent's intrinsic knowledge of their child's development to the activities in the items, and to obtain accurate responses in context. It is important to consider the role of the style of translation with administration methods for consistency and to retain the element of parent engagement. It is not uncommon for the

parent-friendly tone which is purposely built into the English ASQ to be lost when translating ASQ items, which may result in inaccurate results.

At this roundtable, Anita D'Aprano who adapted the ASQ for use in Australian Aboriginal populations and two ASQ developers who have been involved in translations/adaptations of the ASQ will facilitate a discussion about ways to maintain the parent-friendly tone and parent engagement when adapting and administering the ASQ for use outside of the US. Participants in the session will discuss steps in adapting or administering ASQ that are particularly challenging as well as share successes.

Roundtable #2 Huichao Xie

(Senate AB Room *Please proceed to this room for Roundtable #2.*)

TITLE: The Early Identification Systems and Application of the ASQ in East Asian Countries and Regions

DESCRIPTION: This roundtable session aims to present how the ASQ-3 and ASQ:SE have been and will be implemented in several East Asian countries/regions such as South Korea, China, Taiwan, and Singapore. A common feature of these countries/regions is the strong focus on academic success in the education system and as a result the high pressure of academic learning in early childhood settings. Participants in this session will discuss how the early identification systems in each country/region are similar and different, as well as how the ASQ was adapted to meet the different needs in different systems. More importantly, researchers from different countries/regions in East Asia will share and learn from each other's experiences and discuss possible collaborations for cross-regional research.

5:15 p.m. Optional: Walking tour of Annapolis (weather permitting)

5:15 p.m. *Meet in Hotel Lobby and depart to meet our tour guide.*

5:30 p.m. *Tour begins at the Maryland Historic State House.*

Join us for an educational and historical tour of Annapolis, the Capitol of Maryland. We will depart from the hotel lobby and walk to State Circle where we will be met by our tour guide. The tour will start with a stroll around Maryland's Historic State House, the country's oldest state capitol in continuous legislative use. Walking through the historic district we will pass many 18th and 19th century mansions, St. John's College, Hammond Harwood House, PACA House, Hog's Head, and shopping along Historic Maryland Avenue. The tour will end at the Annapolis Waterfront close to boutiques to peruse and restaurants for dining. NOTE: Wear a pair of comfortable walking shoes as we will be walking approximately 2 miles and the route has a fair number of hills.

DINNER

Please feel free to make your own dinner arrangements with other attendees. Restaurant suggestions and sign-up sheets for those who would like to join a group will be available. Enjoy your evening and we will see you in the morning.

Wednesday, March 20, 2019

7:45 a.m. – 8:20 a.m. Continental breakfast provided for Symposium Participants
(Annapolis Ballroom)

Food will be available until 8:45 a.m., including hot and cold breakfast items, bakery breads, fruit, and hot and cold beverages.

8:20 a.m. – 8:30 a.m. Jane Squires

TITLE: Welcome and Overview of the Day

8:30 a.m. – 9:00 a.m. Liz Twombly U.S.A.

TITLE: Screening and Beyond

DESCRIPTION: A critical component of screening programs is ensuring appropriate, timely follow-up is provided as indicated by screening results. When results indicate a significant concern, further assessment by Early Intervention/ECSE or health care providers is recommended. When results indicate mild-moderate concerns, however, follow-up recommendations may be less clear and may not be provided at all. This session will provide an overview of different preventative approaches to address early developmental or behavioral concerns identified by the ASQ or ASQ:SE.

9:00 a.m. – 9:30 a.m. Ina Bovenschen and Fabienne Hornfeck Germany

TITLE: Developmental Screening of 1- to 5-Year-Old Adopted Children Using the German Version of the ASQ-3

DESCRIPTION: This presentation will discuss work on the developmental screening of 1- to 5-year-old adopted children using the German version of the ASQ-3, exploring the relationship between early pre-adoption risk factors and children's developmental status. Previous research indicates that a substantial number of adopted children, specifically post-institutionalized adopted children, show developmental delays in terms of cognitive, motor, language and social-emotional development. Post-placement recovery has been widely documented, but little is known about its extent and the factors contributing to the recovery. The current study is the first study investigating the developmental status of adopted children in Germany (both intercountry and domestic adoptions). First, this study aims at describing adopted children's development in terms of communication, gross motor, fine motor, problem solving, and personal-social development by using the German version of the ASQ-3. Additionally, the study focuses on how pre- and perinatal risk factors (drug/alcohol exposure in-utero, mental health problems of birth mother, premature birth) and pre-adoptive stressors (experience of maltreatment and neglect, multiple out-of-home placements) contribute to adopted children's development. Specifically, this study is investigating if and how adoptive parents affect adopted children's development.

9:30 a.m. – 10:00 a.m. Anneloes van Baar and Mirjam Munnecom The Netherlands

TITLE: Developing Norms for Populations in Different Countries: Using the ASQ as a Basis for Intervention/Prevention Strategies in The Netherlands

DESCRIPTION: These researchers will report on their studies in The Netherlands, where they are working on a system that enables creation of Dutch norms for the ASQ (as answered by parents), but also considers what the use of the questionnaires by professionals working in day care centers looks like, following recently passed legislation in The Netherlands requiring day care staff to follow the children in their care and discuss their development with the parents. The next steps in this work would involve the use of the ASQ for intervention/prevention strategies. The presenters would like to discuss the challenges encountered in this work with Symposium participants.

10:00 a.m. – 11:30 a.m. **PARTICIPANT THINK TANKS (concurrent sessions)**

Each think tank will enable 10–15 people to spend time together delving into a topic related to developmental screening. Each participant should choose one session to attend. Please note we may need to ask attendees to make a second choice to help balance participant representation in each think tank. Each group will meet for 45 minutes to brainstorm approaches to their topic. Then each group will select a representative to report on the discussion. We will take a 15-minute break and re-group for large group discussion.

10:00 a.m. - 10:45 a.m. Think Tank #1 Jane Squires with Heather Shrestha and Heather Lengyel, moderators
(Annapolis Ballroom *Please remain in this room for Think Tank #1.*)

TITLE: Research Issues when Using ASQ in Real Life Settings

DESCRIPTION: Join Jane Squires to examine the types of questions posed for your research study when working in naturalistic environments where real-life situations can challenge research plans, or offer rich opportunities for discovering new findings.

10:00 a.m. - 10:45 a.m. Think Tank #2 Diane Bricker with Melissa Behm, moderators
(Park Place Room. *Please proceed to this room.*)

TITLE: Using ASQ and ASQ:SE Together

DESCRIPTION: Join Diane Bricker to discuss the benefits of screening with both ASQ-3 and ASQ:SE-2 and how to evaluate results. This group will also look at the considerations necessary (e.g., additional time) to ensure successful implementation.

10:00 a.m. - 10:45 a.m. Think Tank #3 Liz Twombly with Carolyn Burke, moderators
(Senate A Room. *Please proceed to this room.*)

TITLE: Parents as True Partners in the Screening Process

DESCRIPTION: The ASQ tools are parent-completed instruments, but that does not always mean parents are involved as true partners in the process. Examine what can stand in the way of partnering and what can be done to empower parents in their role.

10:45 a.m. – 11:00 a.m. **BREAK** Coffee, tea, cold beverages, and refreshments

11:00 a.m. – 11:30 a.m. **Think Tank Presentations**
facilitated by Jane Squires and Diane Bricker

TITLE: Think Tank Reports

DESCRIPTION: A representative from each think tank will provide a brief summary of the group's discussion. Jane and Diane will comment and recognize others who would like to contribute to our understanding of the topic. Ten minutes will be devoted to each think tank issue.

11:30 a.m. – 12:00 p.m. **WRAP-UP AND CLOSING REMARKS** Jane Squires and Diane Bricker

Title: Participant Feedback and Plans for Next Steps

DESCRIPTION: Jane and Diane will invite observations, feedback, ideas, and suggestions from participants. This wrap-up will provide a basis for planning for ongoing dialogue, networking, and future symposia to continue the sharing of research and service experiences to enhance the impact of developmental screening and related activities to improve outcomes for children and their families worldwide.

Thank you for participating!