



Beyond the Screen




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How do we Engage Parents in Follow-up & Maximize Screening Benefits?

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Challenges

- Parents taken out of the process
- Systems that use ASQ only to screen/refer
- On-line screening systems
- Referral challenges "Children falling through cracks"
- Lack of resources to provide follow-up.

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Engagement Strategies

- Relationship building
- Information Sharing/resources
- Individualization
- Activity-Based Principles
- Play Promotion
- Other?

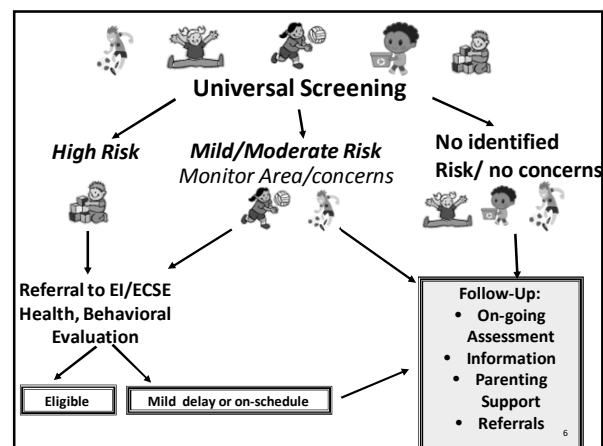
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Types of Assessment

1. Screening
2. On-going/ curriculum-based
3. Diagnostic

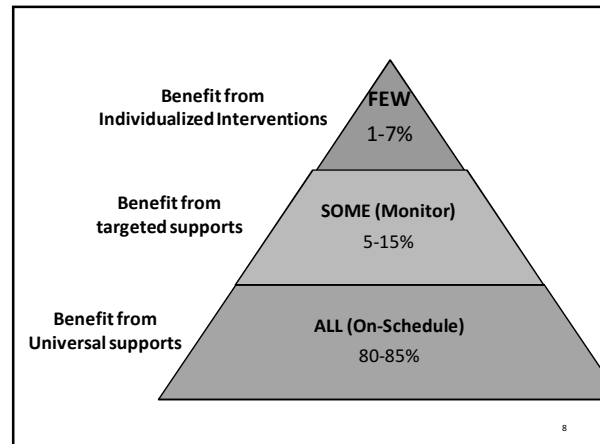


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Screening informs us that:

- **Most** children are on schedule
- **Many** children will benefit from support in specific areas (e.g., fine motor, regulation)
- **A few** children may need in-depth evaluation
 - Some children become eligible for intervention services.



ENGAGING FAMILIES IN THE SCREENING PROCESS



Why is it important?

The family is the primary force in preparing children for school and life.

(Henderson & Berla, 1995)

- Engagement Informs family
 - age-appropriate expectations.
 - how to support development.
- Empowers parents to advocate for their child.
- Families feel equal in service relationships.
- Service delivery is not “done to” but “designed with”.
- Respects parent & other family members as experts.
- Allows observation of optimum skills in natural environments.



How do we engage families?

As translators, interpreters, providers, researchers, how do we:

- Build trusting relationships
- Use simple, positive, trauma-informed communication.
 - Avoid jargon and terms such as test, pass, fail...
- Decrease stigma around assessment.
- Keep process fun, celebratory and informative.
- Respect parenting practices & cultural beliefs
- Support different learning styles
- Always support parent/child relationship



**Follow-up:
targeted
supports**

**ASQ targeted
supports provided for**

Children whose results:

- ❖ Do not indicate need for referral at this time.
- ❖ Have 1+ monitor area
- ❖ May include 1 area below cutoff
- ❖ Include concerns in Overall section



**ASQ:SE Targeted
supports used with:**

Children whose results:

- ❖ Do not indicate need for referral at this time
- ❖ Are in monitor area
- ❖ Include any behavior concerns
- ❖ All 10 point and 15 point items



What resources can we direct families too that are of good quality & are evidence-based?



- ✓ **Community Resource Mapping**
 - ❖ Parenting
 - ❖ Health & Mental health
 - ❖ Basic needs
- ✓ **Information/resources**
 - ❖ Development & Behavior
 - ❖ Health
- ✓ **Need a variety of formats to make accessible**



ASQ & ASQ:SE Learning Activities

ASQ-3 Learning Activities

- Parent/child activities
- Arranged by ASQ domain & ASQ age range

ASQ:SE-2 Learning Activities


- Newsletters.
- Parent/Child Activities
- Tip Sheets: Feeding, Sleeping, Calming.
- Special Topic Tip Sheets.
- Arranged by SE area and Age





ASQ:SE-2 Learning Activities
Organized by Age or Behavioral Area

Example: Self-Regulation.

- ✓ Age Appropriate Newsletter
- ✓ Age Appropriate P/C activities
- ✓ Calming Tip Sheet
- ✓ **Special Topic Tip Sheets:**
 - Calming a Colicky Baby
 - Caring for Yourself
 - Media and Technology
 - Routines and Your Child
 - Stress and Your Child
 - Positive Discipline





Provider training

- Organizing ASQ and ASQ:SE information
- Prioritizing Next Steps
- Identifying best resources/formats
- Providing support as needed to parents.

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Engaging Families in Follow-Up

Tailor levels of support

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All Families: Practical Support

- Obtaining information and resources (e.g., Learning Activities)

Many Families Need: Additional Support

- Simplifying information
- Making it relevant to family & parenting practices.
- Thinking about where, when & how to promote development
- Learning how to play...

Activity-Based Follow-up: Classroom and Home Schedules



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Classroom & Home Routines

Classroom: snack time, circle time, outdoor play

Home: mealtimes, dressing, bath time, outings

Parents and providers work together to:

- ❖ Think through daily routines.
- ❖ Use a home/school activity framework as a tool to plan and structure learning opportunities.
- ❖ Use simple strategies to increase opportunities to practice.

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Home Routine Schedules

Working together with parents


QUESTIONS FOR PARENTS

What routines are going well?

- ✓ Great times to practice new developmental skills (ASQ Learning Activities)

What routines are challenging?

- ✓ Great times to problem-solve challenging behaviors. (SE concerns)




Providers can support parent to:

- Review Resources (e.g., Learning Activities)
- Choose activities based on child interests
- Choose strategies/tips that are priority concerns
- Gather needed materials
- Arrange environment (positioning, space, distractions)




Celebrate
Stay Positive
Be Curious
Problem solve together
"I wonder why...."

Support parent in play



Beyond the Screen: Summary


www.agesandstages.com




See About ASQ/For Parents

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Favorite Follow-up Resources




National Center for Pyramid Model Innovations (NCPMI)



ZERO TO THREE
National Center for Infants, Toddlers, and Families



Centers for Disease Control and Prevention
CDC 24/7: Saving Lives. Protecting People™



Center on the Developing Child
HARVARD UNIVERSITY

Free resources: webinars, family engagement materials, tipsheets, podcasts, etc.

Follow-up
Evidence Based Parenting & Home Visiting Programs

- Nurse Family Partnership
- Healthy Families
- The Incredible Years
- Triple P-Positive Parenting Program
- Parent/Child Interaction Therapy

Family Support Model
links/empowers families



**Questions?
Comments?
Ideas?
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