An Innovative Training Plan for Ensuring Effective Community-Wide ASQ Screening

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Webinar Objectives

- Outline the Collaboration for Early Childhood's Eight-Part Developmental Screening Training Plan
- Provide tips for effective training sessions
- Suggest important factors to consider as you plan your own training sessions

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Context – The Collaboration for Early Childhood

- The Collaboration for Early Childhood is a nonprofit organization located in Oak Park, Illinois.
- Since 2002, we have embraced the vision that all Oak Park and River Forest children should arrive at kindergarten safe, healthy, ready to succeed and eager to learn.
- Unique public/private partnership.
- Behind the work that we do, there is a story, which includes 76 various community partners…
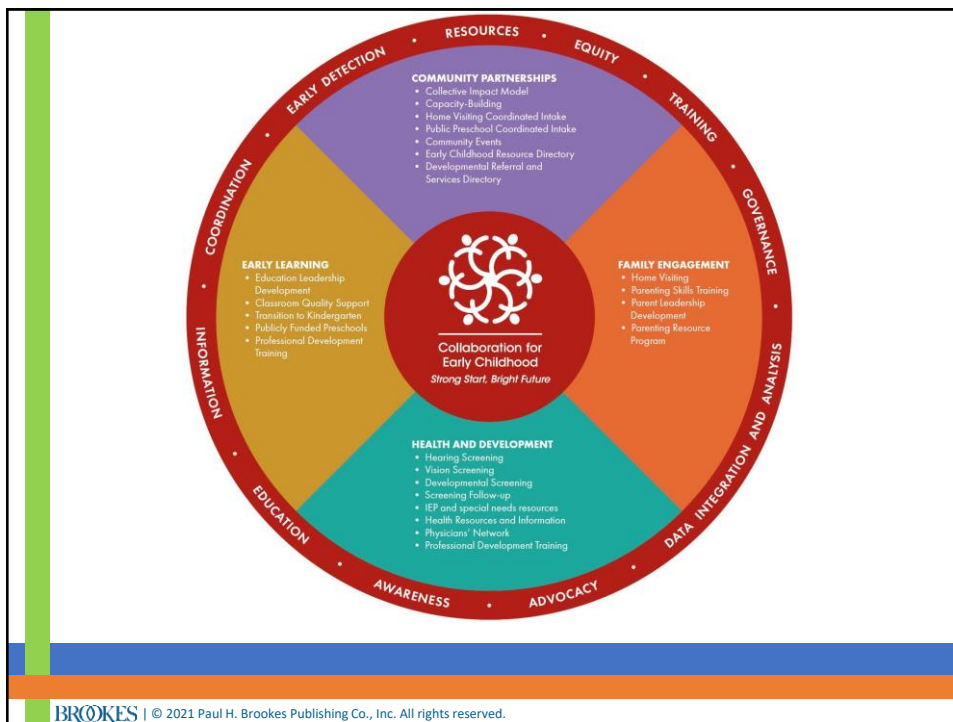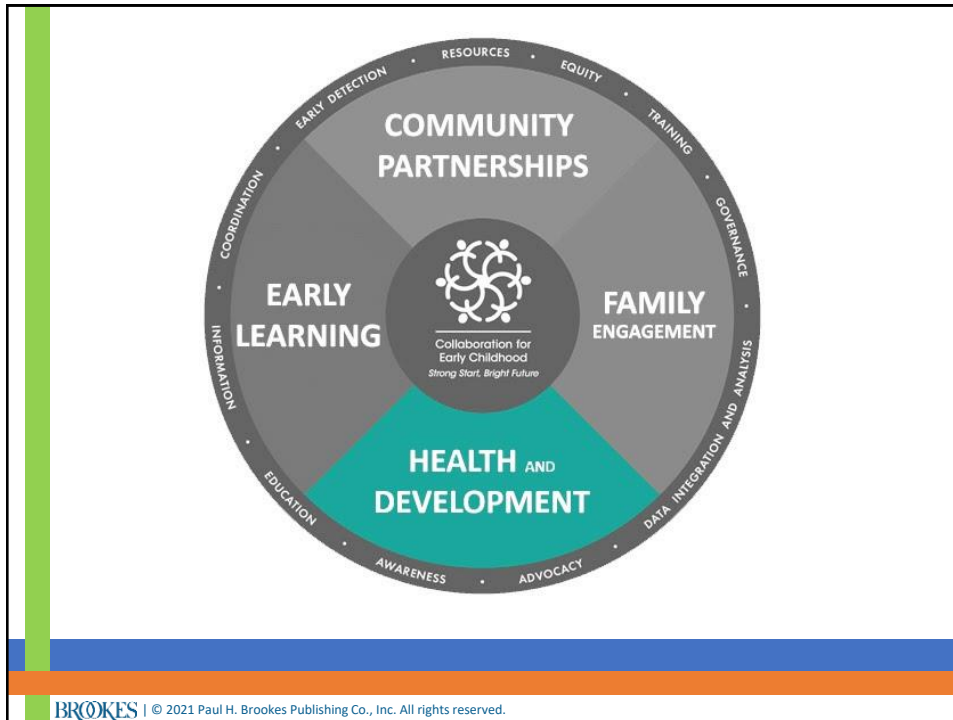
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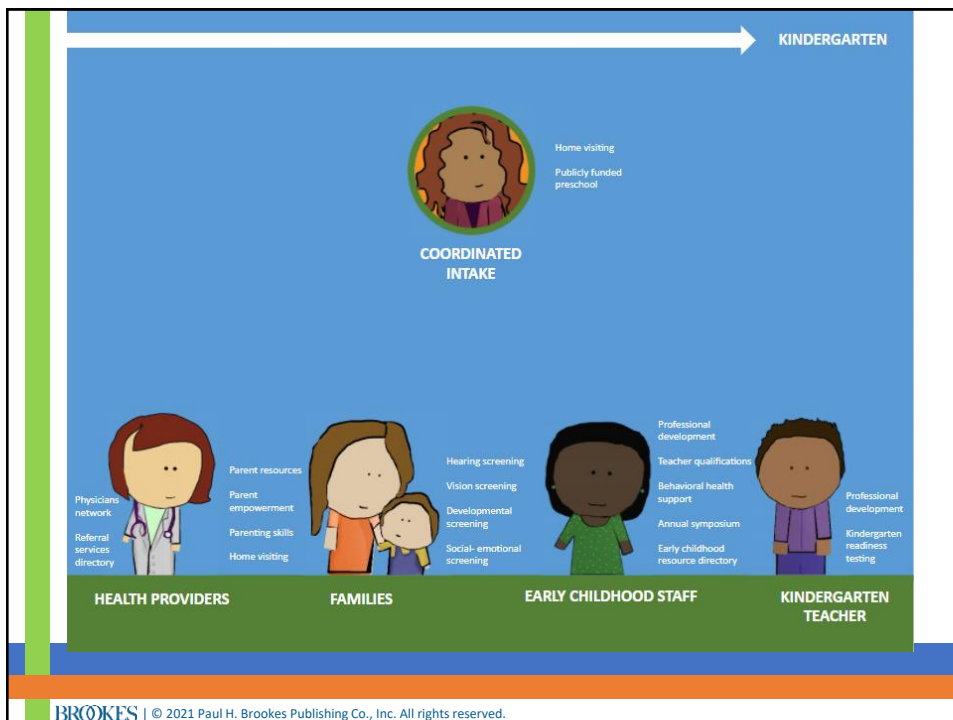
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Then and Now

- *January 2013 – June 2014* – 10 Screening Partner programs
  - Social-Emotional screening grant work
  - Shared, not dedicated, staff to support this work

- *January 2014*
  - Developmental Screening Coordinator hired.

- *July – June 2015* – Increased to 20 Screening Partner Programs
  - Pilot to Incorporate ASQ-3 into screening
  - Training and coaching/mentorship program developed
  - Included medical practices and home visiting service providers

- *July 2017 – June 2018*
  - Incorporated Community screening sites (children's museum and public library)

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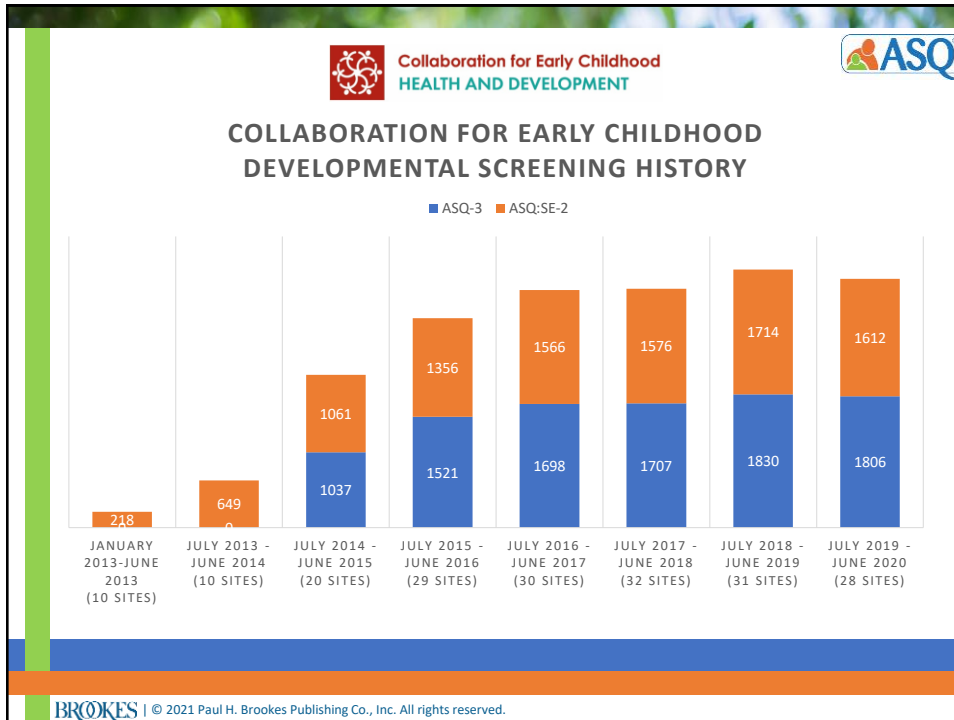
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Guidance Considered When Developing the Training Program

- American Academy of Pediatrics Recommendations/ Bright Futures
- State and Local Early Childhood Quality Recognition and Improvement System Requirements
- ASQ User Guides
- NAEYC
- Federal/State/Local Law
- Brookes Publishing's *Developmental Screening in Your Community*

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Importance Points

- "Screening" v. "Testing/Evaluation/Assessment"
- Training introduces concepts for future reference
- The "training" process builds/strengthens relationships with audience members
- Ongoing coaching/mentoring support is invaluable

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"Building and Implementing your Developmental Screening Program"

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Building and Implementing your Developmental Screening Program

- The Phases of the ASQ screening program (2 hrs.)
- Screening, Conference and Referral Protocol Development (2 hrs.)
- Getting Started with the ASQ System (2 hrs.)
- Effective Communication with Families (2 hrs.)
- Using Formal Screening and Informal Assessment to Inform Practice (2 hrs.)
- Putting ASQ Online to Work for You (2 hrs.)
- Putting the Pieces Together (3 hrs.)
- Developmental Referral and Services (2 hrs.)

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## Part I: The Phases of the ASQ screening program

- Phase I ASQ-3, Phases I, II, III and IV ASQ:SE
  - Planning the screening/monitoring program

- Phase II ASQ-3 / Phases V and VI ASQ:SE
  - Preparing, Organizing, and managing the Screening Program

- Phase III ASQ-3 / Phase VII ASQ:SE
  - Administering and Scoring ASQ-3 and Following Up

- Phase IV ASQ-3
  - Evaluating the Screening/Monitoring Program

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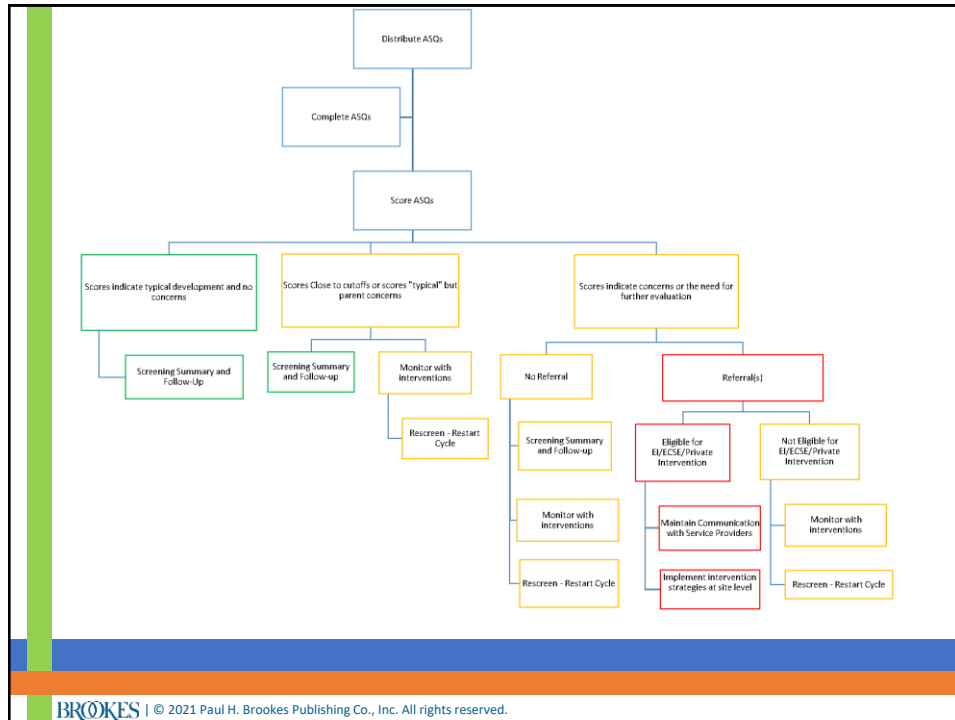
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Implementation Action Plan

| Program Name:	Actions
Tasks	Who will do What by When?
Phase I: Planning the screening/monitoring program	
1. Communicate with community partners	
2. Include parental perspectives	
3. Involve health care providers	
4. Determine target population	
5. Finalize goals and objectives	
6. Determine program resources	
7. Determine administration methods and settings	
8. Determine depth and breadth of system	
9. Select referral criteria	
Phase II: Preparing, organizing, and managing the screening program	
10. Create a management system	
11. Prepare questionnaires	
12. Develop forms, letters, and a referral guide	
13. Articulate screening policies and procedures	
14. Provide staff training and support	
Phase III: Administering and scoring ASQ and following up	
15. Select the appropriate ASQ age interval	
16. Assemble ASQ materials	
17. Support parents' completion of ASQ	
18. Score the ASQ and review the Overall section	
19. Interpret ASQ scores	
20. Determine type of follow-up	
21. Communicate results with families	
Phase IV: Evaluating the screening/monitoring program	
22. Assess progress in establishing and maintaining the screening/monitoring program	
23. Evaluate the program's effectiveness	

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Part 2: Screening, Conference and Referral Protocol Development

- Purpose of Developmental Screening Program Protocol
- Developmental Screening Program Goals
- Create a Developmental Screening Management System
- Roles and responsibilities – Who does what and how?
- Activity cycle

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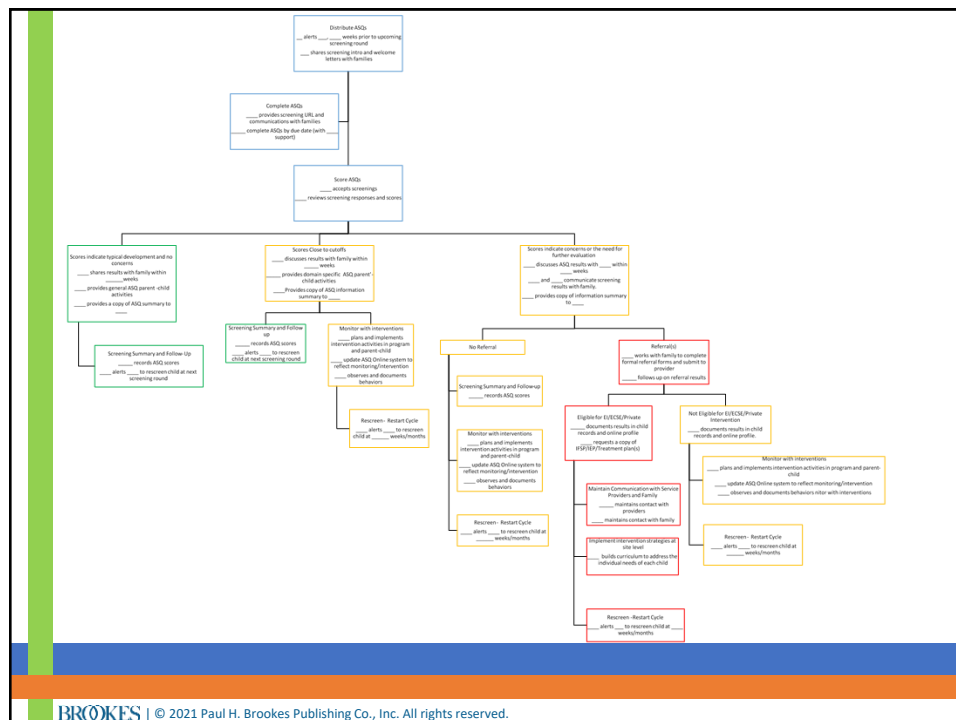
Goals of Our Ages and Stages Questionnaire (ASQ)
Developmental Screening Program

Our ASQ Developmental Screening Program consists of the following screening and assessment tools:

_____
_____
_____
_____
_____

We here at_____know that it is important to engage our families in a developmental screening program because _____
_____
_____
_____

All children enrolled here at_____, who are age eligible to be screened using the ASQ screening tool, will be screened upon or within 45 days of enrollment, and at least twice per program year.

We primarily utilize the ASQ Online screening management system with the family access component to administer our ASQ Developmental Screening Program. As needed, we will also provide families with paper copies of screening questionnaires, along with paper screening consent forms and will provide additional assistance to families to complete questionnaires.   Family participation is vital to the success of our developmental screening program and as a result to the success of the children enrolled here at _____.

*Created by Shannon Ellison, based on a combination of information gathered from the ASQ-3 User Guide and a protocol developed by Mary Rinchiuso, consultant, for Day Nursery, of Oak Park and River Forest.

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_____
(Program Name)

Developmental Screening, Monitoring and Referral Protocol
At-A-Glance

Program Administration

_____ regularly communicates with family members regarding each child's strengths and needs for support.

_____ conducts ongoing informal assessments on each child through observation during children's daily activities.

_____ applies knowledge of child development and knowledge of beliefs and culture of each child's family while informally assessing the children.

_____ notifies families to complete ASQ-3 and ASQ:SE-2 screenings online (or on paper as needed). Families will receive first notification by ____ newsletter ____ email ___print letter. Families ___ will ___will not receive additional notifications/reminders at _____ (intervals) (see App. C for parent letter/consent forms)

Families complete ASQ-3 and ASQ:SE-2 as part of the enrollment process and at least twice per year during formal screening rounds or more often, as indicated by screening results and program developmental screening protocol.

The screening schedule is as indicated in appendix A of this protocol document.

Please also see program calendar, Appendix B, which includes developmental screening activity.

_____ reviews submitted ASQ-3 and ASQ:SE-2 questionnaires and accepts them, or ensures that paper screening questionnaires are entered, into the ASQ Online System and assigned to _____ for review. This will happen regularly on _____ of each week during screening rounds, at/during _____, and _____ thereafter.

_____ reviews accepted and assigned ASQ-3 and ASQ:SE-2 questionnaires within _____ (timeframe) of screening completion. This will happen regularly on _____ of each week during screening rounds, at/during _____, and _____ thereafter.

_____ documents the child's profile in the ASQ Online System to reflect, if "follow-up is indicated by screening results" and the follow-up to be provided, as determined by _____ and the family.

_____ and _____ share results of ASQ-3 and ASQ:SE-2 in a timely manner, following questionnaire completion.

Screening Results

Typical Trajectory

Results that indicate that a child is developing without concern will be shared by _____, within 4 weeks of screening completion. These results will be shared through

_____ form letter / checklist (App. C) _____ in person

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ASQ Implementation System Protocol

Distribute ASQ's

_____ will alert_____, _____ weeks prior to upcoming screening round.

_____ shares screening introduction and welcome letters with families.

Complete ASQ's

_____ provides screening URL and communication with families via email ___ print ___

_____ complete(s) ASQs by due date (with support from _____ as needed.

Score ASQs

_____ accepts screenings (Online or on paper as needed)

_____ reviews screening responses and scores and interprets them for suggested decision.

Scores indicate typical development and no concerns (Typical trajectory)

_____ shares results with family within _____ weeks via _____.

_____ provides general ASQ parent-child activities and additional resource information

_____ provides a copy of ASQ summary to _____.

Screening Summary and Follow-Up

_____ records ASQ scores

_____ alerts _____ to rescreen child at next screening round

Scores Close to cutoffs or scores typical but parent concerns (Monitor)

_____ discusses results with family within _____ weeks

_____ provides domain specific ASQ parent-child activities

_____ provides copy of ASQ information summary to _____

Screening Summary and Follow-up

_____ records ASQ scores

_____ alerts _____ to rescreen child at

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HEALTH AND DEVELOPMENT

Screening Round dates for program year 2020-2021

First Round:
- Start date: Upon enrollment (as early as July 1, 2020) or September 1, 2020
- End date: October 4, 2020
- All screenings completed between July 1, 2020 and October 4, 2020 will count for your completion counts for this first screening round.

Ongoing:
- Any children enrolled between October 4, 2020 and December 31, 2020 should be screened upon enrollment.
- Rescreens / Update at 6-8 weeks from original screen date should occur and be documented in the child profile in the ASQ Online system for all children whose development is being "monitored with interventions" in the classroom and/or at home, and/or who were referred for further evaluation for additional support services.

Second Round:
- Start date: January 1, 2021 for all children currently enrolled in the program on that date.
- End date: March 1, 2021
- Any children newly enrolled in December 2020, should be screened upon enrollment. If a child is screened during the month of DECEMBER 2020, they do not need to be screened again during the official January – March 2021 screening round unless there are concerns that arise on their enrollment screening, through observation or by parent concern. If concerns are present, you may re-screen them to determine progress during this second screening round.
- All screenings completed between December 1, 2020 and March 1, 2021, will count for your completion counts for this second screening round.
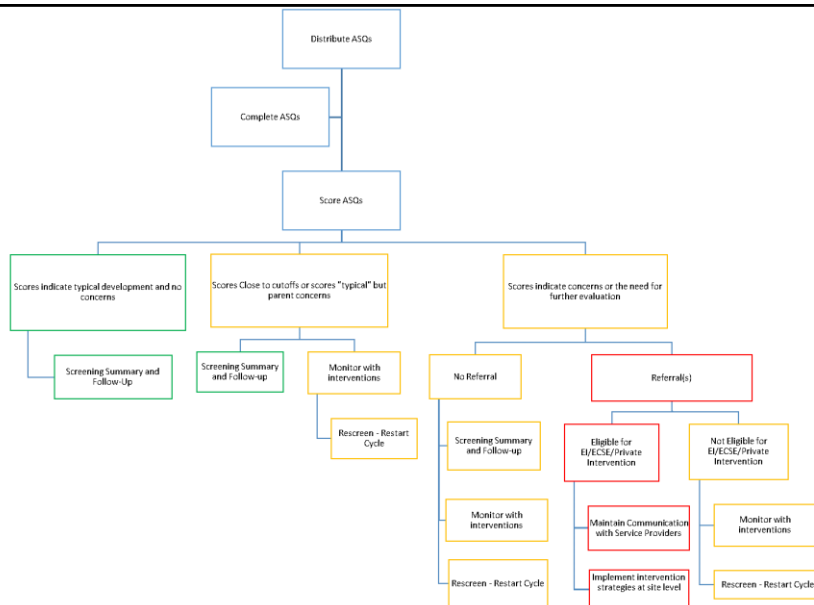
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Part 3: Getting Started with the ASQ System

- Developmental Domains Review
- Getting Started with ASQ-3 and ASQ:SE-2
  - Questionnaires
  - Information Summary Sheet – Two purposes
  - Support materials
  - Review completed ASQ-3 and ASQ:SE screening questionnaires
- ASQ-3 and ASQ:SE-2 case studies/examples

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ASQ-3 and ASQ:SE-2
Test Your Knowledge

1. How many developmental domains are covered on ASQ-3?   3   7   5
2. How many developmental domains are covered on ASQ:SE-2? 1   2   5

    True   False

3. ___   ___   Social –Emotional / Behavioral skills are screened on the ASQ-3.

4. ___   ___   Parents should not attempt each activity with their child before marking a response.

5. ___   ___   Gross Motor refers to children's use and coordination of their arms and legs when they move and play.

6. ___   ___   Problem Solving refers to children's self-help skills and their interactions with others.

7. ___   ___   Parents should attempt activities with their children at the end of the day, just before dinner.

8. ___   ___   The "Not yet" response means that the child performs the skill sometimes.

9. ___   ___   Communication refers to the children's language skills and includes what they can say and what they can understand.

10. ___   ___   If there are 3 or more missing responses from the questionnaire, you will need to adjust the area score.

11. ___   ___   The ASQ-3 Information Summary Sheet can be used as a 1-page summary of all questionnaire information, including individual questionnaire item responses.

12. ___   ___   Parents answer questions in the "Overall" section of the questionnaire by selecting "yes", "sometimes", or "not yet".

13. ___   ___   Regardless of a child's scores, when a parent records a concern in the Overall section of the questionnaire, program staff should respond. Important concerns that parents indicate may call for a follow-up assessment or referral for services.

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Part 4: Effective Communication with Families

- Developing a Sense of Community "ideas to keep in mind"
- Tips for Sharing Screening Results
- Providing Families with Next Steps
- Practice
    - a. Role Play model
    - b. Small group role play

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Part 5: Using Formal Screening and Informal Assessment to Inform Practice

- Formal Screening and Informal Assessment – What's the difference?
- Gathering Strengths and Needs from Formal Screening and Informal Assessment
  - Case Study activities
- Applying what we know
  - Making adjustments to capitalize on strengths
  - Providing support to areas in need of support
- Sharing what we have created

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36 Month ASQ-3 Information Summary

Child's name:
Child ID:
Program:
Caregiver's Name:
Caregiver's Email:

Date ASQ completed: 2017-02-06
Date of birth:
Provider:
Caregiver's Phone:

1. **SCORING RESULTS:**

Area	Cutoff	Total Score	0	5	10	15	20	25	30	35	40	45	50	55	60
Communication	30.99	25.00						★							
Gross Motor	36.99	50.00										☆			
Fine Motor	18.07	20.00					☆								
Problem Solving	30.29	20.00					★								
Personal-Social	35.33	40.00									☆				

2. **OVERALL RESPONSES:** Boldface uppercase responses require follow-up. See *ASQ-3 User's Guide* for guidance.

1. Do you think your child hears well? If no, explain:
   Yes
   Comments:

2. Do you think your child talks like other children her age? If no, explain:
   NO
   Comments: non-verbal

3. Can you understand most of what your child says? If no, explain:
   NO
   Comments: non-verbal

4. Can other people understand most of what your child says? If no, explain:
   NO
   Comments: non-verbal

5. Do you think your child walks, runs, and climbs like other children his age? If no, explain:
   Yes
   Comments:

6. Does either parent have a family history of childhood deafness or hearing impairment? If yes, explain:
   No
   Comments:

7. Do you have any concerns about your child's vision? If yes, explain:
   No
   Comments:

8. Has your child had any medical problems in the last several months? If yes, explain:
   No
   Comments:

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9. Do you have any concerns about your child's behavior? If yes, explain:
   No
   Comments:

10. Does anything about your child worry you? If yes, explain:
    YES
    Comments: My child is not speaking yet.

3. **ASQ SCORE INTERPRETATION AND RECOMMENDATION FOR FOLLOW-UP:** You must consider total scores, overall responses, and other considerations, such as opportunities to practice skills, to determine appropriate follow-up.
   If the child's total score is in the ☐ area, it is above the cutoff, and the child's development appears to be on schedule.
   If the child's total score is in the ▒ area, it is close to the cutoff. Provide learning activities and monitor.
   If the child's total score is in the ■ area, it is below the cutoff. Further assessment with a professional may be needed.

4. **FOLLOW-UP ACTION TAKEN:** Check all that apply.

   _____ Provide activities and rescreen in _____ months.

   _____ Share results with primary health care provider.

   _____ Refer for (circle all that apply) hearing, vision, behavioral screening.

   _____ Refer to primary health care provider or other community agency (specify reason): _____.

   _____ Refer to early intervention/early childhood special education.

   _____ No further action taken at this time

   _____ Other (specify): _____.

5. **INDIVIDUAL ITEM RESPONSES:** (Y = YES, S = SOMETIMES, N = NOT YET, X = response missing)

	1	2	3	4	5	6
Communication	Y	N	S	N	Y	N
Gross Motor	Y	Y	Y	N	Y	Y
Fine Motor	N	Y	N	N	Y	N
Problem Solving	Y	Y	N	N	N	N
Personal-Social	Y	Y	N	Y	N	Y

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TeachingStrategies

Teaching Strategies® GOLD™

Weekly Planning Form

Week of: _____   Teachers: _____   _____
Individual Child Planning

Child	Strengths, Needs, and Interests	Plans
	• Is beginning to identify familiar people, animals, and objects when prompted • Is beginning to use one- or two-word sentences or phrases • Is beginning to name familiar people, animals, and objects	• Who's That? **Objectives / Dimensions:** 2a , 7a , 8a , 8b , 9a , 10a , 11a , 12a , 17b , 30 , 37 , 38 , S8a , S8b , S9b , S10a , S17b **Materials:** camera, colored construction paper, fasteners such as: stapler, brads, rings, glue stick, lamination supplies, markers
Child A	• Responds to simple verbal requests accompanied by gestures or tone of voice • Is beginning to babble strings of single consonant sounds and combine sounds	• Open, Shut Them **Objectives / Dimensions:** 2a , 7a , 8a , 8b , 9a , 11a , 11d , 15a , 15c , 34 , 37 , 38 , S8a , S8b , S9a , S15a , S15c **Materials:** poster with words to "Open, Shut Them" (Open, shut them. Open, shut them. Give a little clap, clap, clap. Open, shut them. Open, shut them. Fold them in your lap, lap, lap.)
	• Is beginning to identify familiar people, animals, and objects when prompted • Is beginning to follow simple requests not	• Open, Shut Them **Objectives / Dimensions:** 2a , 7a , 8a , 8b , 9a , 11a , 11d , 15a , 15c , 34 , 37 , 38 , S8a , S8b

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Part 6: Putting ASQ Online to Work for You

ASQ

- Introduction to and benefits of the ASQ Online Screening Management System
- The Program Administrator Role
- Program Set-up and Navigating ASQ Online
- Program management / Provider
    - Home
    - My Profile
    - Child Profiles
    - Screening Management
    - Family Access
    - Reports

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Part 7: Putting the Pieces Together

- Navigating ASQ Online
  - Family Access
  - Complete an online screening
  - Manual screening entry
- Accept / Reject screenings using instructions
- Review Screenings
  - Review screenings using instructions provided
  - Determining Follow-Up as needed

- Document Follow-up in the child's profile
- Sharing results and feedback with families
- Generate reports
- Screening Status Summary
- ASQ-3 / ASQ:SE/SE-2 Screening Results by Child
- Using screening information in planning
- Screening Management
- ASQ Online Documents

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ASQ ONLINE DEVELOPMENTAL SCREENING PROJECT
ACCEPTING NEWLY COMPLETED SCREENINGS THROUGH FAMILY ACCESS

Accepting screenings for children with profiles in the system.
Upon accepting newly completed screenings into the system, you will ALWAYS check for the following three things:

A. You will check to see if there is already a "child profile" in the system for each child with a new screening. This will prevent you from creating duplicate "child profiles" in the system.

B. You will check the child's date of birth against what you already have on file for them. This will prevent you from accepting screenings completed using the questionnaire for the incorrect age interval. Parents sometimes enter the child's date of birth incorrectly, which can cause them to complete the wrong questionnaire.

C. You will check the screening questionnaire preview to make sure that caregivers haven't left more than 2 questions blank in any developmental domain on the ASQ-3. If more than 2 questions have been left unanswered in any domain, that domain WILL NOT be scored.

Always start with Process A. Follow this process each time you accept a new screening.

Process A:

1. Log in
2. Click on "Family Access". You will see a line displaying the number of screenings you have waiting to accept or reject. Click on this line.
3. The arrow next to the name of the child for the newest screening waiting, will already be clicked. You will want to accept this screening first.
4. Always select "accept and attach to existing child profile" to start
   You can always go back and change this selection if you need to, but this is the foolproof way to avoid creating duplicate child profiles.
5. A drop-down box will appear.
6. Click on the arrow in the drop-down box.
7. Scroll down the list of children's names and birthdates in the drop-down to find the name of the child whose screening you are trying to accept. You may also start to type the child's name into the search box that appears.

   Names will usually be in alphabetical order. If you don't see the child's name in alphabetical order in the list, check the bottom of the list for the child's name.

8. Click on the child's name in the drop-down box. Proceed to the next step in process A.

   If you don't see the child's name anywhere in the drop-down list, go to process B.

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HEALTH AND DEVELOPMENT

Review Completed ASQ Screenings

Log-in

Click on "Child profiles"

Click on the child's name (in blue)

Once the child's profile opens, you will see several sections of the page.

The first section contains demographic information about this child. Make special note of the child's adjusted age as indicated in the child's profile. This info will help as your review the child's completed screenings.

The second section contains the information for all screening that have been completed for this child. Completed screenings are listed in order from newest to oldest.

Select the particular screening that you want to review (in blue)

The screening will automatically open to the screening summary page.

Please follow the steps below to review this screening:

1. Review the screening scores (ASQ-3 – **In each domain, ASQ:SE-2 the total score**) in relation to the cutoff score. (Where the stars fall on the information summary page)
   a. White – Typically developing or advanced
   Gray – "Monitor" range. Child may need some extra support in this area. Should work on skills for at least 4-6 weeks, rescreen at 2 months.
   Black – "Refer" range. Child's may benefit from further evaluation / assessment of skills to determine if there is need for additional support
   Your efforts to address all "monitor" and "refer" range scores must be indicated in the child's profile after conference with the parent.

   b. Pay special attention to those areas that score differently from how you would expect based on your classroom observations of this child.

2. **For ASQ-3**, review the responses to the "Overall" section questions on the summary page.
   a. Responses of potential concern will show up in all CAPS (YES / NO).
   Make notes of concerns that parents have indicated. You will need to address these concerns and indicate in the child's profile, following conference with the parent, how these concerns have been addressed.

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Developmental Referral and Services

- Early Intervention and Early Childhood Special Education
  a. Referral Process and Forms (Original)
  b. Referral Process and Forms (Piloted Streamline)
  c. Evaluation Process
  d. Eligibility Determination
  e. Service options available
  f. Transition

- Communication and referral with outside community Service Providers
  a. Letter of Concern /Referral
  b. Revised Care Coordination form /
  c. Authorization for Release of Information
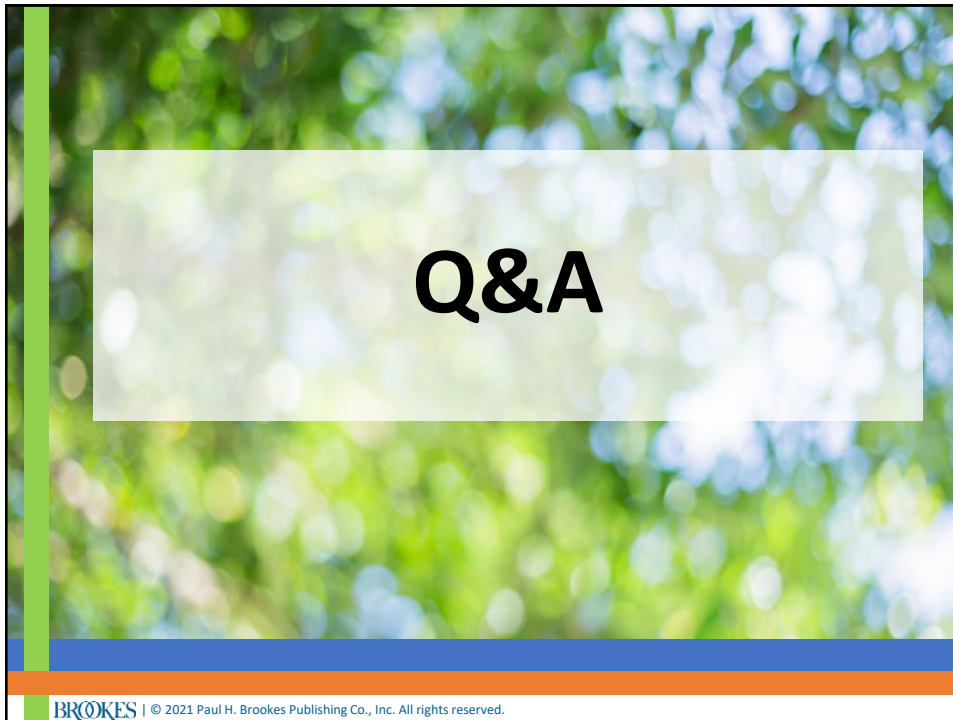
- Knowledge post-check

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Key Factors to Consider

- Audience
- Audience availability
- Audience's Chosen Screening Method
- Quality Rating System credit requirements
- Possibility for Coaching/Mentoring Support
- Opportunities for relationship-building

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Join us for another ASQ webinar!

5/13: Optimizing Child Find Efforts in a Community with ASQ Online

https://bpub.fyi/ASQ-innovators-series

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Are you an ASQ Innovator?

Would you like to share your program's story?

Contact Amy at aclause@brookespublishing.com

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COFFEE CHATS
WITH BROOKES

5/5: Emotional Coaching Among Parents and Providers

5/26: Teaching Expectations and Rules in Early Childhood Classrooms

6/9: Where the Wild Things Are: Utilizing Music and Play to Support Self-Regulation

bpub.fyi/Coffee-Chats

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Access the wealth of resources on ASQ website!

Register for free

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Thank you!

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