

Introducing to Parents

Parents will be more comfortable and engaged in screening when they understand what it's for and how it works. Below are 5 key areas to cover with parents when you introduce ASQ-3 and ask them to participate.

1. Share the purpose of screening with parents.

Parents may worry about participating in a screening program. Some may be new to the idea; others might fear that their child will be labeled. Here are some things you can say:

- "ASQ-3 provides a quick check of your child's development."
- "Your answers will 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."

2. Give parents guidance and make them feel prepared to successfully complete a screening.

Completing the ASQ-3 questionnaire is simple but parents doing it for the first time will appreciate these tips. Review *Important Points to Remember* on the questionnaire:

- "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."

3. Explain how ASQ-3 works.

Describe the five developmental areas of ASQ-3, the items within these areas, and the Overall section. You might say:

- "Your child may be able to do some, but not all, of the items."
- "Here are the five areas of development we'll look at on the ASQ-3":
 1. "Communication: Your child's language skills, both what your child understands and what he or she can say."
 2. "Gross Motor: How your child uses his or her arms and legs and other large muscles for sitting, crawling, walking, running, and other activities."
 3. "Fine Motor: Your child's hand and finger movement and coordination."
 4. "Problem Solving: How your child plays with toys and solves problems."
 5. "Personal-Social: Your child's self-help skills and interactions with others."
- "The Overall section asks questions about your child's overall development and about any concerns you may have."

4. Review the three response options on ASQ-3 questionnaires and what they mean.

The ASQ-3 questionnaire asks parents to choose one of three possible answers. Here is a simple way to explain them.

- "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."

5. Tell parents that you'll share the results with them.

Let parents know that you'll be in touch to share the results. Give them a timeframe.

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Introducing to Parents

Parents will be more comfortable and engaged in screening when they understand what it's for and how it works. Here are 4 key talking points to cover with parents when you introduce ASQ[®]:SE-2 and ask them to participate in screening.

1. Share the purpose of screening with parents.

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. Here are some things you can say:

- "ASQ:SE-2 provides a quick check of your child's social-emotional development."
- "The information on the questionnaire will remain confidential. I won't share the information with anyone without your consent."
- "Your answers will show your child's strengths and whether your child is showing behaviors you'd like to talk about."
- "Your answers will help me get to know your child better and understand how I can support them in the classroom."
- "If you have questions or concerns about any of your child's behaviors that are beyond my knowledge, I'll help you find other resources or agencies in our community that can help."

2. Give parents guidance and help them feel prepared to complete a screening successfully.

Completing the ASQ:SE-2 questionnaire is simple, but parents who are doing it for the first time will appreciate these tips. Share the What Is ASQ:SE-2? handout with parents. Review the *Important Points to Remember* on the questionnaire:

- "Answer questions based on what you know about your child's behavior."
- "Answer questions based on your child's *usual* behavior, not behavior when your child is sick, very tired, or hungry."
- "Please return this questionnaire by [date]. If you have any questions or concerns about your child or about this questionnaire, contact [person]."

3. Explain the questions on the ASQ:SE-2 questionnaire and what the response options mean.

The ASQ:SE-2 questionnaire has two types of questions—behavior questions and open-ended questions. The behavior questions ask parents to choose one of three possible answers. Here is a simple way to explain them:

- "*Often or always* means the child does the behavior frequently or always does it."
- "*Sometimes* means the child does the behavior part of the time but not consistently."
- "*Rarely or never* means the child rarely performs the behavior or has never performed it."

Also, make sure to show parents the column where they can mark concerns.

- "After you select a response for the question, you can also mark the circle in the far right column to let me know you feel this behavior is concerning. This option appears with every behavior item on the questionnaire."

Introduce the open-ended questions to parents:

- "At the end of each questionnaire, there are open-ended questions that ask you to share any concerns you might have—concerns related to your child's eating, sleeping, and, with older children, toileting behaviors."

4. Tell parents you'll share the results with them.

Let parents know that you'll be in touch to share the results. Give them a timeframe.

Note for professionals: Remember to not provide your opinion about how parents should answer the questions. If a parent asks for assistance, try to reflect the question back and encourage the parent to provide his or her best answer. Questions should be completed based on parents' experience with the child, their observations, and their interpretation of behaviors.