



Tips for Discussing Screening Results with Families



Preparing to Meet With Families

Be Timely

Provide screening follow-up information as quickly as possible. Set a time that works for the family. Make sure there is enough time for discussion/questions.

Show you value confidentiality.

Select a private, comfortable place to meet. Let the family know information shared will be kept confidential.

Consider cultural or language issues

What is the family's home language? Do you need an interpreter? What family members should be at the meeting?



Reviewing ASQ Results Together with Families

Begin the meeting by celebrating the child.

What do you love about this child? What have you noticed or observed in your time with them? Parents want to know you value and love their child.

Restate the purpose of screening

Screening is a service we offer to all families. Screening is a quick look to see if your child's development is on-schedule. Results let us know your child strengths and areas we can follow up on in school or at home.

Review the parent-completed ASQ. Start with skills marked YES!

Celebrate what the child IS doing. Parent/professional observations might be different. That is okay.

Look at "Not Yet" items. Discuss any parent concerns.

Discuss factors with the family that may have impacted the child's performance: opportunity to practice skills, the child's health (hearing, vision), the family home, culture or language, recent or on-going stressful events in the child's life. Review parent answers in Overall section.

Review Results Together

If ASQ was completed online at asqoregon.com :

Read through the Results Letter and Next Steps document together.

or

If using the ASQ paper version:

Review the ASQ Information Summary Page. Remember to start with areas of strength, avoid terms such as pass/fail/test. Use terms such as on-schedule, monitor, below cutoff when reviewing bar graph

Offer developmental guidance and follow-up resources.

*Share fun learning activities for home/school. Share community resources (call 211!)
Share results with child's health care provider*



If Concerns Come Up

Remember—the parent completed or worked with you to complete the ASQ-3...

“Based on your observations it looks like it would be good to get more information about Jimmy’s communication.”

Listen/discuss parent concerns

“Tell me more about...”

Restate factors to consider.

“There are a lot of factors that might impact your child’s performance on the ASQ—for example if a child is not hearing well, it will impact his communication skills. What these results tell us is that it would be good to get more information to understand what might be going on for...”

If you share concerns; be specific with your observations.

“I’ve noticed that Alice doesn’t turn her head when I talk to her in the classroom. I’m not sure if she is hearing me”

Think about where the parent is in this process.

If parents are expressing concerns they may be ready to refer. If parents are not concerned or if this is all new information, it might take a little longer.

Know your community resources.

Help parents take next steps. Provide referral information for your local Early Intervention program. Support parents to make the referral.

Remember. It is not your job to convince parents to make a referral to Early Intervention.

Be ready for big feelings, or no feelings. Stay calm. Support parent when they are ready. Your role is to support, guide and inform parents about resources.

If parents are not ready to make a referral, that is their choice. Remember you can always support the development of the child in your classroom. Call Early Intervention or your CCR&R contact to get ideas.

Every child in your class is someone’s whole world!