

# Developmental Screening

## Part 2

With the *Ages & Stages Questionnaires®*, Third Edition  
(ASQ®-3)

Start

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- The views and opinions expressed in this presentation are those of my own and do not reflect the official views or policy of UT Health San Antonio.
- I have no financial conflicts of interest to disclose concerning this presentation.
- I am not affiliated with Brookes Publishing; however, I have completed the *Ages & Stages Questionnaires® (ASQ®-3) and Ages & Stages Questionnaires®: Social-Emotional (ASQ®:SE-2) Training of Trainers*. This training grants me permission to use provided materials for limited, non-commercial, introductory training purposes.



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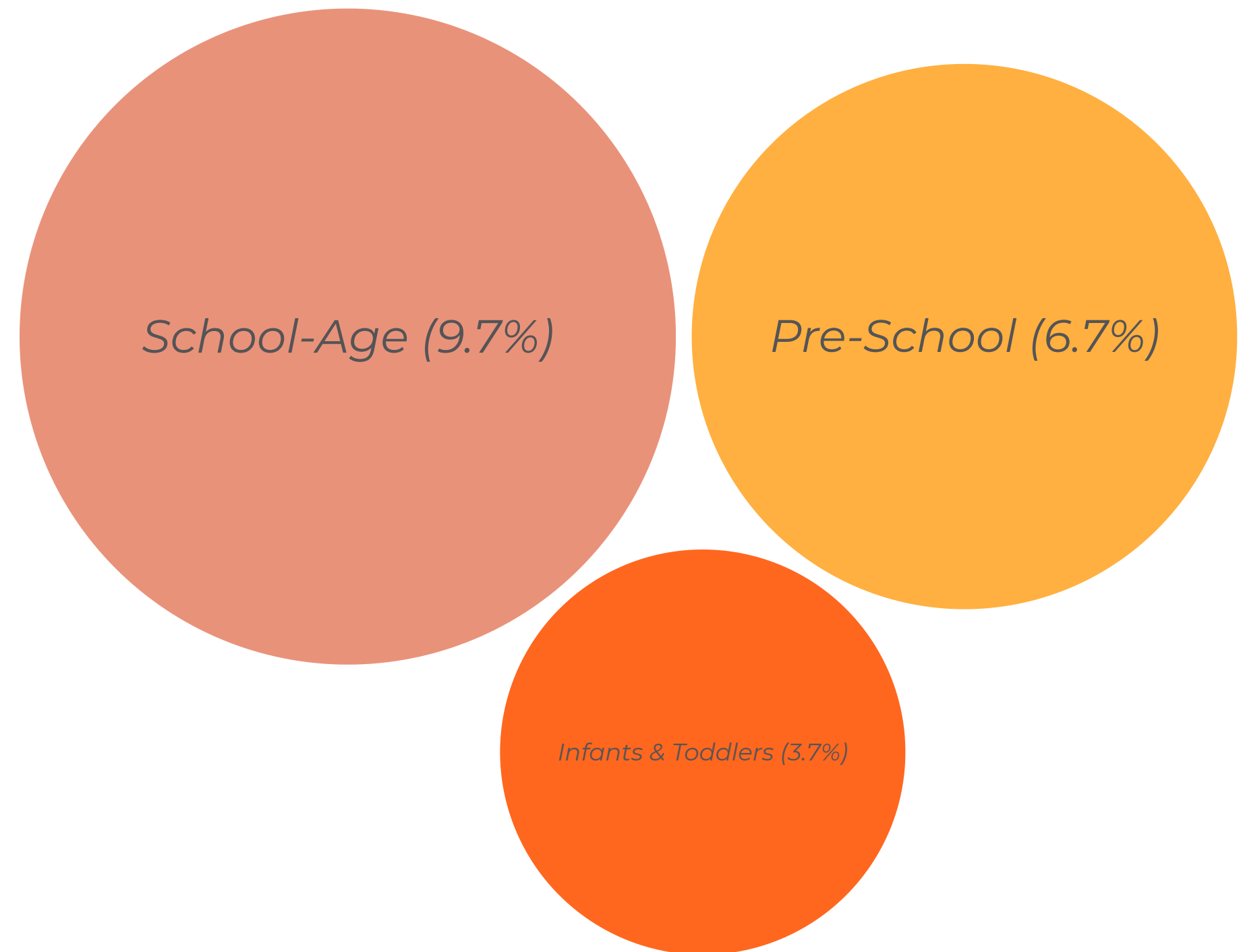
## Learning Objectives

- Understand the purpose and benefits of developmental screening.
- Learn how the ASQ tool identifies developmental strengths and concerns.
- Gain practical skills for implementing screening.
- Engage in case-based discussion to apply learning.



## Why Developmental Screening Matters

- Overview of developmental milestones.
- Importance of early identification and intervention.
- Statistics
  - Percentage of Children Receiving Special Education Services in 2019
  - Detection Rates of Children with Existing Delays
    - *Without Screening (14-54%)*
    - *With Screening (70-80%)*



# Screening/Monitoring/Assessment

## Screening

Administration of a brief, accurate (valid) tool that:

- Identifies children developing on-schedule
- May identify children who would benefit from practice/support in specific areas
- Identifies children at risk for developmental delays who should be referred for further evaluation

**Answers the question:**

- **Does the child need an in-depth assessment?**

## Monitoring

*Family-Engaged Developmental Monitoring*

- Monitoring is re-screening at set intervals of children not known to be eligible for special health or educational services
- **Answers the question:**
  - **Is the child developing on-schedule over time?**

## Assessment

*Professional Diagnostic Evaluation*

- More involved, lengthy, and expensive
- Administered by trained professionals
- Determines if there is a delay and extent of the delay

**Answers the question:**

- **Is the child eligible for services?**



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# What is the Ages & Stages Questionnaires®, Third Edition (ASQ®-3)?

## *History and Purpose*

- ASQ initiated in 1980 by faculty at the University of Oregon
- ASQ skills selected were:
  - Based on standardized tests/literature
  - Easily observed/elicited in home
- ASQ-3 published in 2009
- ASQ:SE-2 published in

## *Aspects of the ASQ*

- Flexible methods to complete
  - face-to-face, telephone or virtual, online, mail-out
- Variety of settings
  - home, early learning /school, clinic
- Cost effective
  - **parent-completed;** reproducible or electronic forms

## *Domains Assessed*

- Communication
  - Expressive
  - Receptive
- Gross motor
- Fine motor
- Problem-solving
- Personal-social
  - Adaptive
  - Social





## Benefits of Parent Report

- Acknowledges parents as experts on their child
- Validates parent's concerns
- Empowers parents to advocate for child
- Facilitates communication between provider and parent regarding child's development
- Educates parents about child development
- Bridges communication and builds collaborative relationships with providers
- Includes parents as active participants on child's educational team





## Administering the ASQ

### *Keep in mind*

Results of screening will inform you that...

- Most children are on schedule and doing great!
- Some children will benefit from practice in specific areas (e.g., fine motor) or other family supports
- A few children will need referral for evaluation

### *Frequency of screenings*

21 Questionnaires

- 2 to 24 months
  - 2 month intervals
- 27 to 36 months
  - 3 month intervals
- 42 to 60 months
  - 6 month intervals

### *Tips for effective administration*

- Select the correct questionnaire
- Introduce the screening to caregivers
- Scoring and interpretation of results
- **Follow-up** to screening



# Case Study Scenario

## Child Profile

- Name: *Christopher Cross*
- Age: *2 years*
- Developmental Context: *Christopher is a curious and energetic 2-year-old in your CDC classroom. He loves exploring his surroundings and engaging in active, outdoor play. However, he often becomes frustrated expressing his needs and feelings with caregivers and peers. Additionally, Christopher struggles with some activities such as using utensils, stacking blocks, or drawing with crayons. His difficulty completing these tasks independently sometimes leads to further frustration and moments of disengagement. His parents recently expressed concern about his developmental progress after attending a family party.*



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## Small Group Activity

- **How would you introduce the ASQ screener to Christopher's parents?**
- Review the sample ASQ for Christopher completed by his parents
  - Small Group Discussion:
    - **Identify areas of concern based on the ASQ results.**
    - **Discuss next steps to support Christopher in the classroom and at home.**
    - **Brainstorm additional tools or resources to support Christopher's development.**





## Large Group Discussion

### *Observations and Insights*

- What developmental strengths and challenges did you observe in Christopher's ASQ results?
- How might Christopher's environment influence his development?

### *Challenges in Interpretation*

- Were there any areas of the ASQ that were difficult to interpret?
- How did the parent's responses provide context for Christopher's behavior in your classroom?

### *Communicating Findings to Parents*

- How would you initiate a conversation with Christopher's parents about his suspected developmental delay?
- What language or strategies would you use to ensure the conversation is supportive and collaborative?
- What resources or referrals would you recommend to Christopher's family?

# Communicating with Families



## Best Practices for Discussing Screening Results

- Using strengths-based language
- Encouraging parent participation and feedback
- Referrals and follow-up
  - How to guide families to resources (e.g., ECI)



## Common Scenarios and Responses

- Handling questions, concerns, and resistance
- Draft dialogues for sharing results sensitively
  - Concerns identified
  - Parent is upset by results
  - Encouraging a follow-up when parents seem hesitant





## Open Floor for Questions

- Any lingering questions or concerns
- Share personal or professional experiences with developmental screening

## Summary of Key Points

- The importance of regular developmental screening
- How the ASQ supports early identification
- Effective communication with families

## Additional Resources

- **ASQ resources and training**
- **ECI & Help Me Grow** information
- **Training opportunities from First3Years**



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# Thank you!

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