



**PRACTICAL STRATEGIES FOR
ASQ FOLLOW-UP AND
INDIVIDUALIZED SUPPORT**





Christina Fitzgerald, MA, LPC

Early Education Services Program Manager
City of San Antonio Early Head Start Program





Disclosure

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.





Unconscious Bias Disclosure

UT Health San Antonio ECHO recognizes that language is constantly evolving, and while we make every effort to avoid bias and stigmatizing terms, we acknowledge that unintentional lapses may occur in our presentations.

We value your feedback and encourage you to share any concerns related to language, images, or concepts that may be offensive or stigmatizing.

Your input will help us refine and improve our presentations, ensuring they remain inclusive and respectful to participants.



Our Program



EARLY HEAD START (EHS)

Center Based
136

Home Based
8



EARLY HEAD START - CHILD CARE PARTNERSHIP

Center Based
216



ASQ-3 & ASQ:SE-2

- 
- Both ASQs are completed for children within 45 days from the date they first enroll in the Early Head Start Program
 - Required to be completed by the parent/guardian
 - Utilize printed versions of ASQs and EHS Data Entry System
 - Policy and procedure provides guidance to staff on completion and follow up
- 
- 
- 

ASQ-3

If child scores with concerns (gray or black):

- Results will be reviewed with parents for accuracy
- Results compared with educational assessments
- Early Childhood Intervention (ECI) referrals are available if parent expressed concerns
- If concerns are present for both ASQ-3 and educational assessment, staff are **REQUIRED** to offer ECI referral

ASQ:SE-2

If child scores with concerns (gray or black):

- Results will be reviewed with parents for accuracy
- Referral will be submitted for an observation by Mental Health Professional through Wellness Services (permission is obtained at time of application)

Strategies

Observation

- Classroom staff can use information to conduct focused observations and identify accommodations that may be needed.

Parent Engagement

- Provides opportunity to gain understanding of parent perspective
- If referral is needed, easier to start a shared conversation that values parent input.
- Helps start the conversation for joint goal setting

Individualization

- Provides classroom staff with information to:
 - individualize activities for child
 - create group activities
 - intentionally choose materials
 - provide activities for parents to complete at home that support development

Training and Technical Assistance

- Individualized coaching to support teacher with implementing activities that support children
- Data can be reviewed to identify needed trainings and materials

THANK YOU

