



Section D: Key Features of Screening

Preparing for Screening with Families

- **Relationships** – with the child and the family is your first priority
- **Engage** – conversation with family re: parental experiences, needs, screening benefits, etc.
- **ASQs** – choosing the appropriate screens
- **Interpretation** – understanding the scores and what that means for the child and the family
- **Delivery** – sharing the results
- **Implementation** – being prepared to offer recommendations for follow up (referral, DSP, etc.)

Relationships – Investing the Time

- Relationships take time, and are integral to supporting families and their children
- What builds a relationship?
 - Finding opportunities to communicate beyond the “small talk”
 - Sharing positive feedback with families about your observations about their child
 - Being honest and transparent while also being respectful and considerate
 - Being patient, approachable and non-judgmental
 - Recognize that the sharing of information is a privilege, not an entitlement

Relationships – Be a Student of the Family

- Learn from the family about their family!
- Cultural and spiritual considerations
- Language considerations
- Family dynamics
- Important players in the child's life. Who is a part of their support system?
- Parents are the experts of their child
- 93% accurate when determining emerging skills

Engage – In Meaningful Interactions

- Do not assume that because a family is involved with your services they are *engaged* with you
- Meaningful engagement with a family can be characterized by any and all of the following:
 - Collaborating and partnering with families
 - Building a comfortable rapport between yourself and the family
 - Engaging in authentic and sincere interactions
 - Speaking honestly, but respectfully
 - Showing a genuine interest in the well-being of the child, the parent/caregiver(s) and their relationship
 - Following up in a timely manner
 - Validating concerns and belief systems

Engage – Ask Thoughtful Questions

- Questions to ask family members when a concern has been identified:
 - Do you have ideas (or beliefs) about why this behavior is happening?
 - What have you tried?
 - Do you have other ideas of things to try?
 - Who can help?
 - Would you like some suggestions of ideas that have worked for other families?

Engage – Be Culturally Aware

- Recognize the importance of cultural competence, and your duty to be aware of varying needs amongst the families you work with
 - Use cultural brokers and/or interpreters
 - Be trauma informed: avoid re-traumatization
 - Be aware of immigration & “system” experiences
 - Be aware of expectations of early development
 - Be aware of parenting values/beliefs
 - Clarify language and reframe questions if necessary

Adapted from Cross-Cultural Lessons: Early Childhood Developmental Screening and Approaches to Research and Practice, CUP Partnership, Alberta, Canada

Engage – Be Reflective

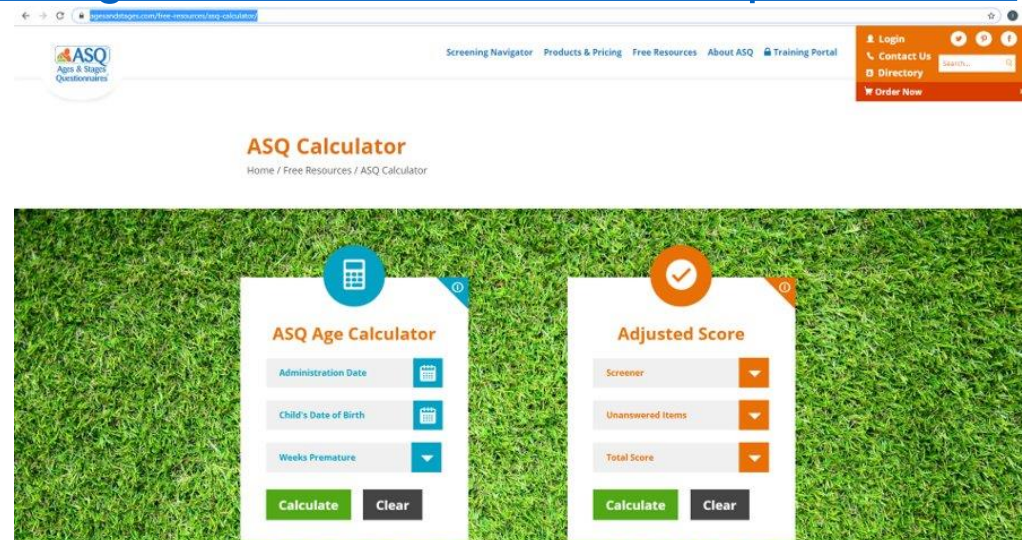
- How might a child's family & cultural context impact early development?
 - Home language
 - Geography
 - Parenting practices
 - Parent's values & beliefs
 - Community & societal stress (deportation, isolation)



ASQs – Choosing the Right Screens

- Use the ASQ calculator to accurately determine which ASQ:3 and which ASQ:SE2 are appropriate for the child you are working with
- Click on the below link to determine which are the appropriate screens:

<https://agesandstages.com/free-resources/asq-calculator/>



The screenshot shows the ASQ Calculator website interface. At the top, there is a navigation bar with links for 'Screening Navigator', 'Products & Pricing', 'Free Resources', 'About ASQ', and 'Training Portal'. A search bar and utility links like 'Login', 'Contact Us', 'Directory', and 'Order Now' are also present. The main heading is 'ASQ Calculator' with a breadcrumb trail 'Home / Free Resources / ASQ Calculator'. Below this, there are two side-by-side forms on a green grass background. The left form, titled 'ASQ Age Calculator', has input fields for 'Administration Date', 'Child's Date of Birth', and 'Weeks Premature', along with 'Calculate' and 'Clear' buttons. The right form, titled 'Adjusted Score', has dropdown menus for 'Screener', 'Unanswered Items', and 'Total Score', along with 'Calculate' and 'Clear' buttons.

ASQs – Understanding the Cutoffs

- ASQ:3
 - Scores **below** the cut-off are concerning
- ASQ:SE2
 - Scores **above** the cut-off are concerning
 - Ensure you use the “cheat sheet” to determine which behavioural area(s) are of concern
 - Give the screens to the family prior to completing it with them

Interpretation – What Does a Child’s Behavior Tell Us?

Behavior must be viewed through 3 important lenses:

The following slides are things to consider when interpreting the results from the ASQ:3 and ASQ:SE2

1. Child’s developmental age or stage.
2. Context of setting
3. Family and community values and expectations

Interpretation - Things To Consider

- Interpret screening results with caution
- Always validate the family's cultural belief system
- Biological /Health factors
- Developmental history
- Home environment (opportunity, exposure)
- Availability of resources
- Stress/Trauma

Interpretation – Caregiver Characteristics

Caregiver characteristics that may affect accuracy:

- Low literacy
- Cultural and language differences
- Impaired mental functioning
- Mental health issues
- Involvement with child protective agencies

Caregivers with these characteristics will need different levels of support.

Delivery - Discussing Results

- Caregivers will feel anxious about how their child is doing, so it is critical that your response is timely and sensitive
 - Begin the meeting by celebrating the child
 - Review strengths (ASQ:3 -Yes's; ASQ:SE2 -“Z” Items)
- Review the purpose of screening
- Transparency is key
- Ensure confidentiality
- Be honest, clear and compassionate

Delivery – Sharing Materials and Resources

- Share all the information you have
- Provide parents with a copy of ASQs and any other materials you have used during this process
- Review Information Summary Page including scoring chart
 - Review questions that were identified as concerns and/or scored as 10 or 15 on the ASQ:SE2
 - Be prepared to answer questions that the family may have
 - When you don't have the answer, commit to getting it in a timely manner
 - Honour the families' need for time to process and understand what you have shared

Delivery – Having the Difficult Conversation

- Consider where the family is in the process:
 - Parents may be relieved and ready or....
 - Upset, disagree and not be ready to accept results
- Listen, read subtle cues. Reflect back
- If you share concerns, be specific
- Review “things to consider” (e.g., health)

Delivery – Be Prepared To Support the Whole Family

You do not need to convince parents to refer

Support parent in referrals when they are ready

Re-screening is a good option and gives parent time

Implementation – What Comes Next?

- Your next steps should include some of the following:
 - Explore the reactions from the family, reminding them of how important they are in influencing their child's development
 - Be aware of available service providers and programs in your community
 - Connect families to services and make referrals, and ensure you follow-up in a timely manner
 - Create a Developmental Support Plan to support a child's development during wait times and address the family's concerns

Implementation – Follow-Up Options

- Basic needs support
- Emotional support
- Developmental guidance
- Relationship support
- Advocacy
- Parenting support
- Positive behavior supports
- Natural/kinship supports
- Culturally relevant support
- Parent-child/ play therapy*
 - **Requires trained mental health professionals*

Implementation – Challenges in Accessing Supports

What is your community (or program) capacity to:

- Challenges in system –limited capacity
- Promote emotional and behavioral well-being of young children
- Need to strengthen knowledge of early child development
- Help everyone working with children birth to 5 address barriers to well-being
- Expand competencies of non-familial caregivers
- Provide access to needed services and supports

(Knitzer, 2000)



Hand in Hand Developmental Support Planning for Infant Wellness



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In Summary

- Screening tools can help bridge communication with families
- Screening tools can assist in making referrals to community agencies
- Referrals should be based on a variety of considerations in addition to scores (including conversations with the family and the practitioner's observations)
- Developmental and social-emotional issues are very complicated, and often subtle
- Use available resources to make decisions about what steps to take after screening

**CLICK THE “X” AT THE TOP RIGHT-HAND CORNER TO
EXIT THIS SCREEN**

