



Administering ASQ[®]-3 in Virtual Environments: Guidelines for Providers Working Together with Parents

1–2 weeks
before
target
screening
date



A few days
before
target
screening
date



1. Prepare parent for screening.

- Send what's needed to the parent:
 - **ASQ-3 Parent Guide**
 - **ASQ-3 Materials List**
 - Correct **ASQ-3 questionnaire** for child's age (HINT: Use ASQ Calculator App)
- Use the parent's preferred method:
 - **Mail** paper questionnaire.
 - **Email** guide and list with online Family Access URL (and instructions to download/print questionnaire).
 - **Text** jpg images.

2. Introduce screening and ASQ-3 using video conferencing or phone.

- Review **ASQ-3 Parent Guide** and **ASQ-3 questionnaire** with the parent.
- Schedule home visit to go through **ASQ-3 questionnaire** responses together.
- Ask the parent:
 - *"Do you have any questions?"*
 - *"Do you have any concerns about completing ASQ-3?"*
 - *"What do you need to get started? We will go through ASQ-3 together at our next visit, but it would be great to start looking for or trying some of these activities over the next few days."*
 - *"How can I help support you?"*

3. Support parent to gather and adapt materials/activities as needed using video conferencing or phone.

- Review **ASQ-3 Materials List** with the parent.
 - If a family does not have needed materials, problem solve with the parent how to make or use other materials in the home to elicit the skill.
 - See **ASQ-3 Materials & Item Adaptation Guide** for guidance and suggestions.
- Omit items if materials are unavailable or cannot be adapted; follow ASQ-3 rules for omitting items:
 - Up to 2 items per area may be omitted.
 - Area totals need to be adjusted if items are omitted.
 - ASQ Online automatically adjusts scores; use ASQ Calculator app for help with omitted item score adjustment calculation (or refer to ASQ-3 User's Guide).

On target
screening
date



4. Support parent to complete ASQ-3 using video conferencing or phone.

- Complete ASQ-3 together via **interactive video conferencing**.
 - Go through questionnaire item-by-item and observe as many skills as possible.
 - Some items will need to be scored using parent report*.
- Complete ASQ-3 together over the **telephone**.
 - Go through questionnaire item-by-item and talk about parent’s observations.
- Remember this about parent report*:
 - ASQ-3 is designed to be a parent-completed tool.
 - Research on reliability and validity was with parent-completed questionnaires.
 - There are items that are not appropriate to try or are difficult—or impossible—to observe together. Parent report may be used to score these items.
 - As needed, providers may ask the parent open-ended questions about their observations to increase confidence in their report. Here are some examples:
 - *“That’s great that you saw/heard your child”*
 - *“Can you tell me more about what you saw/heard?”*
 - *“How did your child show you that? What did they do?”*
 - *“What words are they using? I’ll write them down.”*
 - **Be careful how you ask the parent about their observations. You do not want to give the impression that you do not trust their report.** It is much more important to maintain a positive relationship with parents. If you are doubtful about a parent report, plan to rescreen the child soon.

5. Document ASQ-3 item responses while video conferencing or talking to parent to complete questionnaire together, and then score it.

- Use **ASQ Online** to record responses; questionnaire scoring is automatic.
- Use a **paper copy of the questionnaire and Information Summary** to record and score.
- Use a **paper master of the questionnaire and Information Summary** with a plastic sleeve and dry erase marker to record and score.
- Use the **Special Release fillable ASQ-3 Information Summary form** to document responses to all questions—item responses in Section 5 and Overall responses in Section 3. In the Section 5 grid:
 - Record 6 items for each of the 5 areas.
 - Either use Y, S, N, or X responses (YES, SOMETIMES, NOT YET, missing), or use points (10, 5, 0).
- Score and chart screening results as appropriate after the video conference or call.

No more than 1 week after screening

6. Discuss ASQ-3 screening results with parent using video conferencing or phone.

- Begin the meeting by celebrating the child.
- Review the completed questionnaire.
 - Highlight all the skills the child is doing (YES responses)
 - Discuss concerns noted in the **Overall Section**: *“Can you tell me more about . . . ?”*
- Review ASQ-3 results by area (with or without Information Summary).
 - **On schedule** areas (above cutoff): *“This area is a strength; your child is right on track.”*
 - **Monitor** areas: *“This is an area shows that your child would benefit from some practice. I have ideas and fun activities I can share with you.”*
 - **Referral** areas (below cutoff): *“This is an area that we may want your child’s health care provider or an education specialist to look at more closely.”*

7. Determine appropriate follow-up with parent.

- The parent should take the lead in making decisions about follow-up.
- Facilitate health and agency (EI/ECSE) referrals that are safe and appropriate at this time. Use professional judgement when making referrals during this health crisis.
- Parent–child activities and resources online all can be helpful in the current situation. See ASQ-3 User’s Guide, agesandstages.com, and ASQ Online for free resources. Consider sharing ASQ-3 Learning Activities by age and area for more enrichment.
- Many parents will benefit from on-going support by video conference or telephone to take advantage of follow-up resources. Continue to coach the parent about how to set up opportunities to safely play and support their child’s development in the home environment.