

CHLD 201: Child Development Practicum I

Ages and Stages Questionnaire

Learning Outcomes	5. Use nondiscriminatory formal and informal assessment methods that are also culturally and linguistically valid and appropriate across developmental domains to collect and maintain student assessment data and differentiate and modify instruction, monitor performance and assess progress, support positive behaviors, and collaborate with families and other professionals.
DEC Recommended Practices	A9 Families choose their roles in the assessment of their children... A17 Professionals assess children in contexts that are familiar to the child. A18 Professionals assess children after they have become familiar to the child.
NAEYC Standards	3d: Knowing about assessment partnerships with families and with professional colleagues

NAEYC requires that centers screen children for possible delays within the first three months of entering a program. A good comprehensive screening includes several components – health, vision, hearing, speech, and development. The Ages and Stages Questionnaire (ASQ) is used within the Child Development Lab and many programs as a developmental screening tool. It is considered an accurate, valid, and family-friendly way to screen children from one month to 5 ½ years. This activity will give you hands-on-experience in partnering with a parent to administer the ASQ.

Prior to administering the ASQ:

- Borrow the ASQ materials from the cooperating teachers (or your course faculty) so that you can familiarize yourself with the format and protocol. If in doubt, ask either the supervising or cooperating teacher for clarification.
- Have the teacher help you select a child to screen, and determine the age of the child so you can select the correct form to use.
- Study the form that matches the age of your selected child.

Administering the ASQ:

- Score any items that you know the answer through previous interactions with the child.
- If an item needs to be staged, try to include the child's playmates and keep it as close to a naturally occurring activity as possible. Try not to interrupt the child's normal play and routines. The child should not realize they are the focus of your observation.
- Complete the profile page of the ASQ.

After administering the ASQ:

- Watch the following short videos to see how your results would be used. To view the video, please click on the hyperlinked text or copy and paste the url that begins with mms to your browser.

- The first video shows an ASQ conference conducted at the Child Development Lab. Both the teacher and the parent have completed them independently and met to compare their results and come to consensus as to how each item should be scored.
 - Heartland Equity and Inclusion Project (HEIP). (2012). *Teacher/Parent Interview ASQ Video*. Available from <http://youtu.be/ISnpQuwnLHA>
 - The next video shows the follow-up conversation once they finished scoring the instrument.
 - Heartland Equity and Inclusion Project (HEIP). (2012). *Talking to Parents When Concerns Arise Video*. Available from <http://youtu.be/ydPJtXRjQFg>
- Compose a summative narrative of your findings, including your assessment of the strengths and challenges of administering the instrument.
 - Would you have benefited from being able to conference with the parent about any components?
 - What strategies were used by the teacher in the video to make the parent feel like a partner in this screening process?
 - Outline what you see as the benefits of using the ASQ in terms of effective assessment and partnering with families.
 - Why did the method modeled in the video lead to an easy referral decision?
 - Submit both the profile page and the summative narrative to your instructor.