

Professionals and Families Perspectives About the Use of Ages and Stages Questionnaires (ASQ-PT)

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ASQ-3

- Developmental screening instrument
- Main authors: Diane Bricker and Jane Squires
- Developed since 1980's
- To be used by parents and carers
- Allows families to show their knowledge about their children.
- Promotes parents' involvement and empowerment
- Screens children from 1 month to 66 months
- 21 questionnaires: 2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, 60 months
- Areas: communication, gross motor, fine motor, problem solving and personal-social
- Overall section (Squires, Twombly, Bricker & Potter, 2009)

Translated, standardized and adapted to the portuguese child population

(Lopes, Graça, Teixeira, Serrano, & Squires, 2015)



ASQ-PT

Method

Goals:

- ✓ To know professionals and families perspectives about ASQ-PT positive aspects and the ones to improve;
- ✓ To understand families' collaboration through the screening;
- ✓ To understand how ASQ-PT helps professionals to validate parents' participation.

Qualitative study

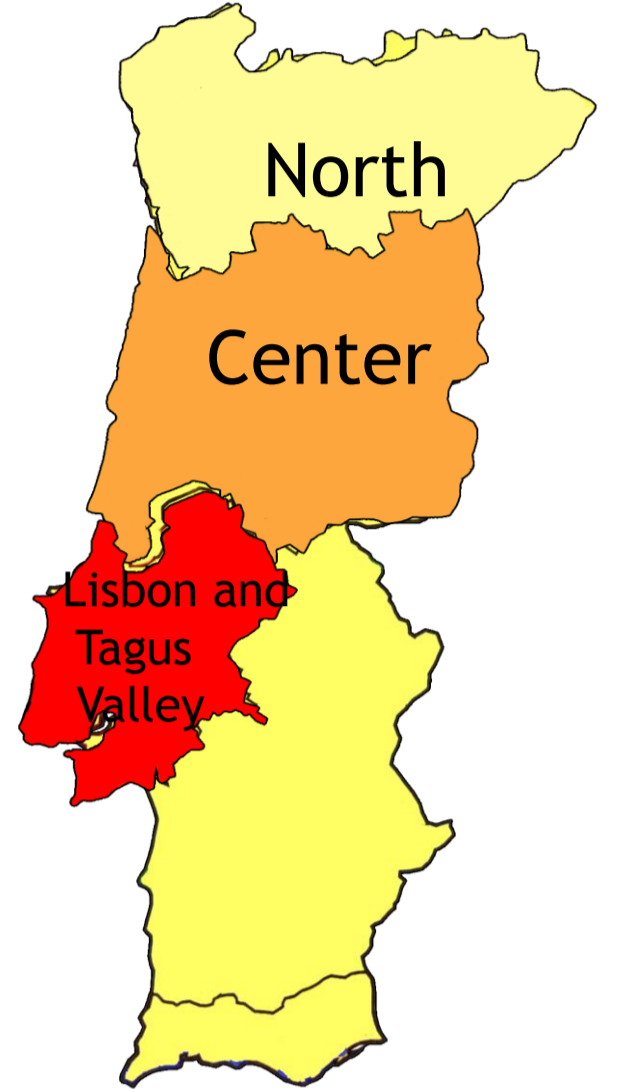
Phase I – Children screening

Phase II – Collecting data

Semi structured interview: Group interview with professionals
Individual interview with families

Participants:

- ✓ 32 Local Early Intervention (LEI) Teams professional
 - 12 professionals – North
 - 8 professionals – Center
 - 12 professionals – Lisbon and Tagus Valley
- ✓ 18 health professionals (physicians, pediatricians, nurses, psychologists, social workers)
- ✓ 49 education professionals (47 early childhood educators, 1 technical director, 1 psychopedagogue)
- ✓ 14 families



Results

| Categories | Positive aspects | Aspects to improve |
|----------------------------|---|---|
| ASQ-PT Process | <ul style="list-style-type: none"> ➤ LEI Teams professionals referred the number of referrals to Early Intervention increased. ➤ Families considered parents and professionals involvement as positive. ➤ Families said they got screening feedback. | |
| Instrument (ASQ-PT) | <ul style="list-style-type: none"> ➤ Professionals said ASQ-PT was important to an early identification and early referral for further assessment. ➤ All professionals and families said ASQ-PT has good characteristics. ➤ Education professionals and families considered their concerns about children were validated. ➤ Professionals and families said that the instrument allowed the collaboration between parents and professionals. ➤ Professionals and families concluded ASQ-PT empowered them. ➤ Families considered that ASQ-PT promoted child involvement. ➤ Education professionals said that screening result was in line with their perception of children development. | <ul style="list-style-type: none"> ➤ Education professionals and some families considered that the questionnaires shouldn't be filled exclusively by parents. ➤ LEI Teams professionals and Health professionals said there can be answers bias if questionnaires are filled by parents. ➤ LEI Teams professionals and Education professionals referred that families and professionals with different perceptions about development may difficult the screening process. |
| Professionals | <ul style="list-style-type: none"> ➤ Health professionals considered that with ASQ-PT screening they reflected about development, got to know children better and could organize differently their appointments. ➤ Education professionals, by participating in ASQ-PT screening, concluded they could relieve because they have an instrument that clear her doubts about children development. They also felt their perception about children development reinforced. | <ul style="list-style-type: none"> ➤ Health professionals, mostly physicians and some nurses, said they didn't have enough time to put in practice ASQ-PT screening as they already had so many activities and a large caseload. ➤ Education professionals considered they have difficulties approaching parents, especially when a referral is required. |
| Families | <ul style="list-style-type: none"> ➤ Professionals and families considered parents increased their attention on children development and reflected about it ➤ Families said screening promoted parents and child interaction. ➤ Professionals referred families got knowledge about development. ➤ Families said they got knowledge of children's skills. | <ul style="list-style-type: none"> ➤ Education professionals said families might devalue screening. ➤ LEI Teams professionals and families referred some families might have comprehension difficulties. ➤ LEI Teams and Education professionals and families considered families may have difficulty accepting their children's difficulties as they get scared or unpleasant. ➤ Education professionals and families said parents may lack of rigor in the answers because they have a very positive perspective of the children's abilities or are very rigorous with their child. |

Identified changes

Education professionals need:

- ✓ Instruments that validate their observation and concerns about a child development.
- ✓ To have a bigger involvement.

Health professional

- ✓ Physicians need to be more involved.

ASQ-PT process

- ✓ Collaboration between parents and professionals.

Conclusions

ASQ-PT

- It was clear the positive aspects stood up about the use of ASQ-PT.
- Professionals reflected about the screening process and their involvement in it, identifying changes that will improve a future ASQ-PT system implementation.
- All professionals recommend the use of ASQ-PT to other professionals showing their interest in screening and the benefits of the instrument to an early identification of all children.
- All families recommend the use of ASQ-PT to other families as acquisition of knowledge about development, and specifically about their children skills, and to be empowered about activities that promote new skills in their children.
- Can be adopted by National Early Intervention System (SNIP) through their Ministries, especially Health and Education.
- Its use in the areas of Early Intervention, Health and Education could standardize the instrument, screening procedures and promote a better articulation between professionals with the goal of early identification.

References

- Lopes, S., Graça, P., Teixeira, S., Serrano, A. M., & Squires, J. (2015). Psychometric properties and validation of Portuguese version of Ages & Stages Questionnaires (3rd edition): 9, 18 and 30 Questionnaires. *Early Human Development*, 91, 527-533. <http://doi.org/10.1016/j.earlhumdev.2015.06.006>
- Squires, J.; Twombly, E.; Bricker, D.; Potter, L. (2009). *ASQ-3 User's Guide*. Baltimore, Maryland: Paul H. Brookes Publishing Co.