



Tips for Discussing Screening Results with Families

Consider and plan for cultural or language issues before the meeting

What is the family's home language? Do you need an interpreter? What family members should be at the meeting?

Be timely and ensure confidentiality

Provide screening follow-up information as quickly as possible. Set a time that works for the family. Make sure there is enough time for discussion/questions. Select a private, comfortable place to meet. Let the family know information shared will be kept confidential.

Begin the meeting by celebrating the child.

What do you love about this child? What have you noticed or observed in your time with them? Parents want to know you value and love their child.

Review the purpose of screening

Screening is a service we offer to all families. Screening is a quick look to see if development is on-schedule. Results let us know your child strengths and areas we can follow up on in school or at home.

Review questionnaire: Start with strengths.

Celebrate what the child IS doing. Parent/professional observations might be different. That is okay.

ASQ-3

- Review skills marked YES!
- Review "Not Yet" items and Overall section. Discuss any parent concerns.
- If needed, discuss factors that may have impacted the child's performance: opportunity to practice skills, the child's health (hearing, vision), the family home, culture or language

ASQ:SE -2

- Review skills marked with a Z. These are social-emotional strengths.
- Review 10- or 15-point items. Discuss items of concern.
- If needed, discuss factors that may be affecting the child's behavior: setting/time, health, development, family/culture variables; stress or trauma

Review Information Summary Page and Scoring Chart.

Be careful with language. Avoid terms such as pass/fail/test. Use terms such as on-schedule, monitor, referral area, when reviewing scoring chart.

Discuss follow-up actions specific to child.

Share fun learning activities for home/school. Share community resources. Share results with child's health care provider. Make referrals as indicated and as parent's request.



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If Concerns Come Up

Think about where the parent is in this process.

Parents may be relieved and ready to accept results. Parents may be upset, disagree and not ready to accept results. If parents have already expressed concerns they may be ready to hear information and take next steps. If parents are not concerned-or if this is all new information-it might take a little longer.

Listen and read subtle cues. Reflect back what the parent shares (or information from questionnaire).

Use open-ended questions to gather more information about parent's observations or concerns about their child. "Can you tell me more about...." or "What I hear you saying is....." Remember that it was the parent who completed the questionnaire. Reflect back what the parent has shared. "Based on your observations it looks like it would be good to get more information about your child's communication skills."

If you share concerns; be specific with your observations.

"I've noticed that Alice doesn't turn her head when I talk to her in the classroom. I'm not sure if she is hearing me. Have you noticed that at home?"

Review factors to consider together with family to determine if these have impacted child's performance on questionnaire. (e.g., health, family stress, language/cultural factors, setting etc.)

There are factors that do impact child development—for example if a child is not hearing well, his communication skills (or behavior) may not develop as expected. Can you tell me a little more about...

Remember. It is not your job to convince parents to make a referral, but to guide and support.

Be ready for big feelings, or no feelings. Stay calm. Support parent when they are ready. Your role is to support, guide and inform parents about resources. If parents are not ready to make a referral, that is their choice. Remember you can always support the development or positive behavior of the child by supporting parents in the home, or the child is a caregiving setting.

Know your community resources.

Help parents take next steps. Support referrals to local Early Intervention, Early Childhood Special Education, parenting education, parenting support, behavioral health programs etc. Support parents to make the referral.