



## Tips for Discussing Screening Results with Families

- **Be Timely**
  - *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.*
- **Show you value confidentiality**
  - *Select a private, comfortable place to meet. Let the family know information shared will be kept confidential.*
- **Consider cultural or language issues**
  - *What is the family's home language? Do you need an interpreter? What family members should be at the meeting?*
- **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.*
- **Restate 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 the completed 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. 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 Results Together**
  - *Review the Information Summary Page. Be careful with language. Avoid terms such as pass/fail/test. Use terms such as on-schedule, monitor, below or above cutoff when reviewing bar graph.*

- **Offer developmental guidance and follow-up resources.**
  - *Share fun learning activities for home/school. Share community resources. Share results with child's health care provider. Make referrals as indicated and as parents request.*

## If Concerns Come Up

- **Remember—the parent completed or worked with you to complete the questionnaire**
  - *“Based on your observations it looks like it would be good to get more information about your child’s communication skills.”*
- **Listen/Discuss parent concerns**
  - *“Tell me more about...”*
- **Restate factors to consider**
  - *“There are a lot of factors that might impact your child’s development—for example if a child is not hearing well, his communication skills (and behavior) may not develop as we would expect. What these results tell us is that it would be good to get more information to understand what might be going on for...”*
- **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”*
- **Think about where the parent is in this process.**
  - *If parents are expressing concerns they may be ready to refer. If parents are not concerned or if this is all new information, it might take a little longer.*
- **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.*
- **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.*