



Virtually Engaging The Family: Home Visits & ASQ

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Today's Objectives

Building Relationships Virtually

- How to connect with and support families
- How to partner with families using the ASQ-3 in a virtual environment
- Navigating through the Virtual Conference

Connecting with Families

Research shows that when families feel connected, they are more likely to volunteer, attend events, and support their children, the teachers and the school as a whole.

Connecting with Families

When there is a connection between the family and the classroom teachers, conversation becomes easier and is more meaningful.

Connected relationships help teachers and family members trust each other.

Connecting and Supporting

Families need to know that you are concerned about their issues.

- Ask how things are going and listen to their responses.
 - Pause and allow enough time for the family to respond
 - Take note when you notice that things have changed or something appears to be wrong and inquire.
 - Provide meaningful resources: phone numbers to agencies/services

Preparing for the Virtual Conference

Schedule It:

1. Call the family and introduce yourself.
2. Ask what is the best way for the family to hold the virtual conference.
3. Explain to the family the importance of your partnership during this time.
The expectation of the Great Start Readiness Program to include families as partners.
4. Set the date of the Virtual Conference

Preparing for the Virtual Conference



Send the family photos of you with and without a mask on.

Make a video of you talking about yourself and include pictures of your classroom

Ask the parent to share pictures of the child, family and the child's living space

Preparing for the Virtual Conference

RESA SERVICES
EARLY CHILDHOOD
DEVELOPMENT
PROGRAM

Partnering on Child Development

To be completed with families at the Initial Home Visit

Child's Name: _____ Date Completed: _____

Part One: Focus on Feelings and Reactions

If I had to describe my child in 10 words, they would include _____

What I like most about my child is _____

What I find most challenging about caring for my child is _____

The activity I most enjoy with my child is _____

Three wishes I have for my child are _____

Part Two: Tuning in to My Child

My child is happiest when _____

The kinds of play and activities my child enjoys most are _____

_____ I think this is because _____

What upsets my child most is: _____ I think this is because _____

To comfort my child, I _____

I think my child greatest strengths are _____

I think my child needs help with _____

Part Three: Making a Plan to Best Support Your Child

What are our goals for your child now? _____

Over the next three months? _____

What kinds of experiences can we give your child to help him reach these goals? _____

What special interests or skills do we have that we can each share with and teach your child? _____

How can we work together to best support your child now? _____

Over the next three months? _____

These materials were developed under a grant awarded by the Michigan Department of Education
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RESA SERVICES
EARLY CHILDHOOD
DEVELOPMENT
PROGRAM

Wayne County GSRP Individual Development Plan (IDP)

Home Visit/Parent-Teacher Conference Documentation

School: _____ Teacher: _____

Child's Name: _____ Address: _____

Parent/Guardian's Name: _____ Phone Number: _____

Box 1: Initial Home Visit (60 minutes)	
Date: _____	Location: _____
Start Time: _____	End Time: _____
Parent/Guardian(s) Present: _____	All Staff Present: _____
Others Present: _____	Activities Planned: _____
Child's Strengths: _____	Child's Needs: _____
Goal(s): _____	Parent Comments/Needs: _____
Information Discussed: _____	Follow-up (if applicable): _____
Parent/Guardian Signature: _____	Staff Signature: _____

Box 2: Home Visit (60 minutes) Conference (45 Minutes)	
Date: _____	Location: _____
Start Time: _____	End Time: _____
Parent/Guardian(s) Present: _____	All Staff Present: _____
Others Present: _____	Activities Planned: _____
Child's Strengths: _____	Child's Needs: _____
Status of Previous Goal(s)/Updated Goal(s): _____	Parent Comments/Needs: _____
Information Discussed: _____	Follow-up (if applicable): _____
Parent/Guardian Signature: _____	Staff Signature: _____

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Visit Wayne RESA GSRP Website for the most up to date forms:

<https://www.resa.net/teaching-learning/early-childhood/great-start-readiness-program>

You will need:

- Partnering on Child Development
- Wayne County GSRP Individual Development Plan
- Ages and Stages Questionnaire

Ages & Stages Questionnaire

ASQ[®]-3 English questionnaire files are available in an alternate format designed to support Teachers and Families during the COVID-19 health crisis.



Preparing for the Virtual Conference



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

1–2 weeks
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.

Send the Family a Copy of the ASQ:

- Explain to the family: “We will go through ASQ-3 together during our virtual conference, 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?”

Ages & Stages Questionnaire

Programs implementing screening during one-on-one virtual home visits, parent conferences, and telehealth appointments may complete this form for access to the special release files.

This alternate format includes:

- **JPEG image files of questionnaire pages.** These images can be texted or emailed to parents for screening in an interview format via interactive video conference or telephone. The images help parents see ASQ-3 items and illustrations but cannot be completed independently.
- **Fillable PDFs of each questionnaire's Information Summary sheet.** Providers can record screening responses, score results manually, and note follow-up action.

Ages & Stages Questionnaire

To learn more about using these files, watch this [recorded webinar](#) on administering ASQ-3 through virtual parent conferences.



ASQ Resources

<https://downloads.brookespublishing.com/wp-content/uploads/2020/04/Administering-ASQ-3-in-Virtual-Environment-guide.pdf>

<https://downloads.brookespublishing.com/wp-content/uploads/2020/04/ASQ-3-Materials-and-Item-Adaptation-Guide.pdf>

https://downloads.brookespublishing.com/wp-content/uploads/2020/04/ASQ-3-48-mo-info-summary_specialrelease.pdf

The Day of the Virtual Conference

Be flexible:

Follow the family's lead but have a plan in mind as to the flow of the visit.

Act with intentionality:

Your goal is to learn more about the family and their needs. To connect.

Be fully present:

Allow for quiet moments, notice tone and feelings. Be an active listener.




The Day of the Virtual Conference

ASQ **48 Month Questionnaire** page 3 of 7

COMMUNICATION (continued)

	YES	SOMETIMES	NOT YET	
5. Without your giving help by pointing or repeating, does your child follow three directions that are unrelated to one another? Give all three directions before your child starts. For example, you may ask your child, "Clap your hands, walk to the door, and sit down," or "Give me the pen, open the book, and stand up."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	—
6. Does your child use all of the words in a sentence (for example, "a," "the," "am," "is," and "are") to make complete sentences, such as "I am going to the park," or "Is there a toy to play with?" or "Are you coming, too?"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	—
		COMMUNICATION TOTAL		—

GROSS MOTOR

	YES	SOMETIMES	NOT YET	
1. Does your child catch a large ball with both hands? (You should stand about 5 feet away and give your child two or three tries before you mark the answer.) 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	—
2. Does your child climb the rungs of a ladder of a playground slide and slide down without help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	—
3. While standing, does your child throw a ball overhand in the direction of a person standing at least 6 feet away? To throw overhand, your child must raise his arm to shoulder height and throw the ball forward. (Dropping the ball or throwing the ball underhand should be scored as "not yet.") 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	—
4. Does your child hop up and down on either the right or left foot at least one time without losing her balance or falling?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	—
5. Does your child jump forward a distance of 20 inches from a standing position, starting with his feet together?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	—
6. Without holding onto anything, does your child stand on one foot for at least 5 seconds without losing her balance and putting her foot down? (You may give your child two or three tries before you mark the answer.) 	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	—
		GROSS MOTOR TOTAL		—

FINE MOTOR

	YES	SOMETIMES	NOT YET	
1. Does your child put together a five- to seven-piece interlocking puzzle? (If one is not available, take a full-page picture from a magazine or catalog and cut it into six pieces. Does your child put it back together correctly?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	—

E101480300 Ages & Stages Questionnaire®, Third Edition (ASQ-3™), Squires & Bricker © 2009 Paul H. Brookes Publishing Co. All rights reserved.

Begin with the ASQ:

- Ask the family if they had a chance to look over the ASQ questionnaire.
- Ask: "Did you have any questions?"
- Ask: "Do you have any concerns about completing it?"
- Conduct the Questionnaire as a back and forth conversation.

The Day of the Virtual Conference

RESA Regional Educational Service Agency **Partnering on Child Development** Michigan Department of Education **Signature Program**

To be completed with families at the Initial Home Visit

Child's Name: _____ Date Completed: _____

Part One: Focus on Feelings and Reactions

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The activity I most enjoy with my child is _____

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_____, I think this is because _____

What upsets my child most is: _____ I think this is because _____

To comfort my child, I _____

I think my child's greatest strengths are _____

I think my child needs help with _____

Part Three: Making a Plan to Best Support Your Child

What are our goals for your child now? _____

Over the next three months? _____

What kinds of experiences can we give your child to help him reach these goals? _____

What special interests or skills do we have that we can each share with and teach your child? _____

How can we work together to best support your child now? _____

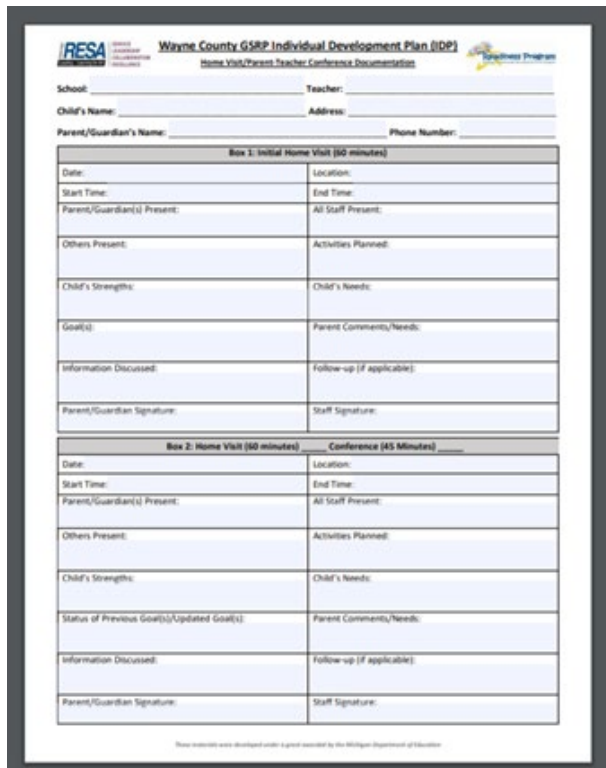
Over the next three months? _____

These materials were developed under a grant awarded by the Michigan Department of Education. Adapted and revised with permission from the National Association for the Education of Young Children, Young Children and Families (NAEYC) 2008. See January 2008 issue.

Complete the Partnering on Child Development:

- Use the information gained from the ASQ to help you have dialog around this form.
- Listen to the tone and excitement the family shares about their child.
- Use their words to reflect what you heard
 - “Sounds like you love that he/she...”
 - “Based on what you told me during the ASQ, he loves to kick a ball, is there anything else you think are his strengths?”

The Day of the Virtual Conference



The form is titled "Wayne County GSRP Individual Development Plan (IDP) Home Visit/Parent-Teacher Conference Documentation". It includes logos for IRESA, Wayne County, and the Brightness Program. The form is divided into two main sections: "Box 1: Initial Home Visit (90 minutes)" and "Box 2: Home Visit (90 minutes) Conference (45 Minutes)". Each section contains a table with fields for Date, Location, Start Time, End Time, Parents/Guardian(s) Present, All Staff Present, Others Present, Activities Planned, Child's Strengths, Child's Needs, Goal(s), Parent Comments/Needs, Information Discussed, Follow-up (if applicable), and Parent/Guardian Signature, Staff Signature. There are also fields for School, Teacher, Child's Name, Address, Parent/Guardian's Name, and Phone Number at the top.

Box 1: Initial Home Visit (90 minutes)	
Date:	Location:
Start Time:	End Time:
Parents/Guardian(s) Present:	All Staff Present:
Others Present:	Activities Planned:
Child's Strengths:	Child's Needs:
Goal(s):	Parent Comments/Needs:
Information Discussed:	Follow-up (if applicable):
Parent/Guardian Signature:	Staff Signature:

Box 2: Home Visit (90 minutes) Conference (45 Minutes)	
Date:	Location:
Start Time:	End Time:
Parents/Guardian(s) Present:	All Staff Present:
Others Present:	Activities Planned:
Child's Strengths:	Child's Needs:
Status of Previous Goal(s)/Updated Goal(s):	Parent Comments/Needs:
Information Discussed:	Follow-up (if applicable):
Parent/Guardian Signature:	Staff Signature:

Using the information gained from the ASQ and Partnering on Child Development:

Help the family set goals:

- Use your assessment tool to align the goals.
 - “You shared your child isn’t able to hold a pencil yet. It sounds like that is something we want to work on. We call that fine motor skills. Would you like that to be one of the goals?”
 - “You shared that your child has been having challenges managing their emotions lately. We can set a goal of learning about feelings and how to regulate their emotions.”

Ending the Virtual Conference

Thank the family for being available to grow your partnership.

Tell the family next steps:

- When should they expect to hear from you again?
- What will the first day of school look like?
- Ask the family to begin to send you pictures (Ask the family to download the TSG/COR family app)
- Follow up on any resources they mentioned during the conference
 - Offer the Great Start Wayne Collaborative website as a resource:
<https://www.greatstart.org/findhelp>

Your Great Start Readiness Program ECC/ECS are here to help!

Reach out if you have any questions!

<https://www.resa.net/teaching-learning/early-childhood/great-start-readiness-program>

Thank you!