MIHP ASQ-3 and ASQ-SE Learning Activity

Screening babies for Development:
The Why, When & How

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WHY?

- ❑ *Loss:* Many infants are lost to MIHP after only a few visits.

- ❑ *Benefit:* Screening appears to keep families in the program.

- ❑ *Poverty:* Children living in poverty are at a higher risk for developmental delays.

❑ Allows parents to demonstrate what their infant or toddler can do

❑ Allows for early intervention if needs/problems or delays occur

❑ Helps with school readiness

❑ Helps MIHP Agency to "pass" MIHP certification process!
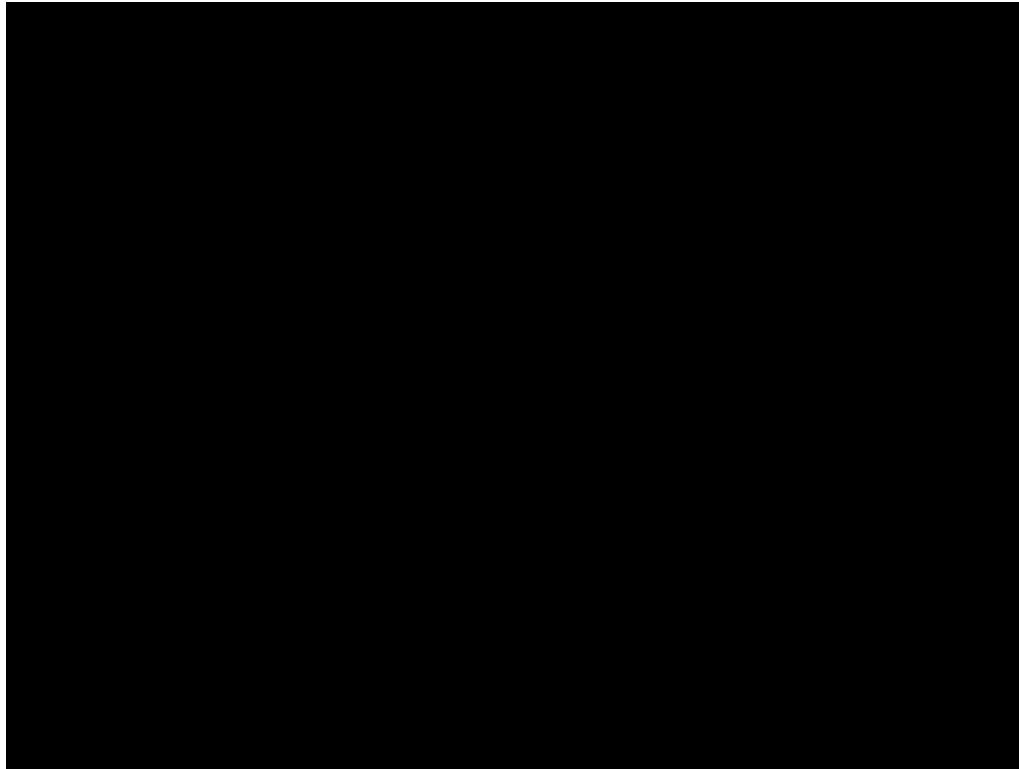
WHEN?

ASQ-3

- ❑ *First Professional Visit*
- ❑ *2 months/age*

ASQ-SE

- ❑ *3 TO 8 MONTHS*

The infant's total ASQ-3 score will fall under one of three categories. The categories are listed in the table below with the specific action that the MIHP provider should take with respect to each category.

Total ASQ-3 Score Category	Take This Action
Score is below the cutoff; further assessment with a professional may be needed	Discuss with family, refer the infant to Early On for a comprehensive developmental evaluation, document in record.
Score is close to the cutoff; provide learning activities and monitoring	Repeat the screening in **two** months.
Score is above the cutoff; development appears to be on schedule	Repeat the screening in four months

Charlotte & Sarah

Timeframe for repeating ASQ-3 Screenings:

- ❑ *2 weeks*
- ❑ *2 months*
- ❑ *4 months*

Timeframe for repeating ASQ-SE Screenings:

- ❑ *Initial: 6 months (3-8 months)*
- ❑ *12 months (9-15 months)*
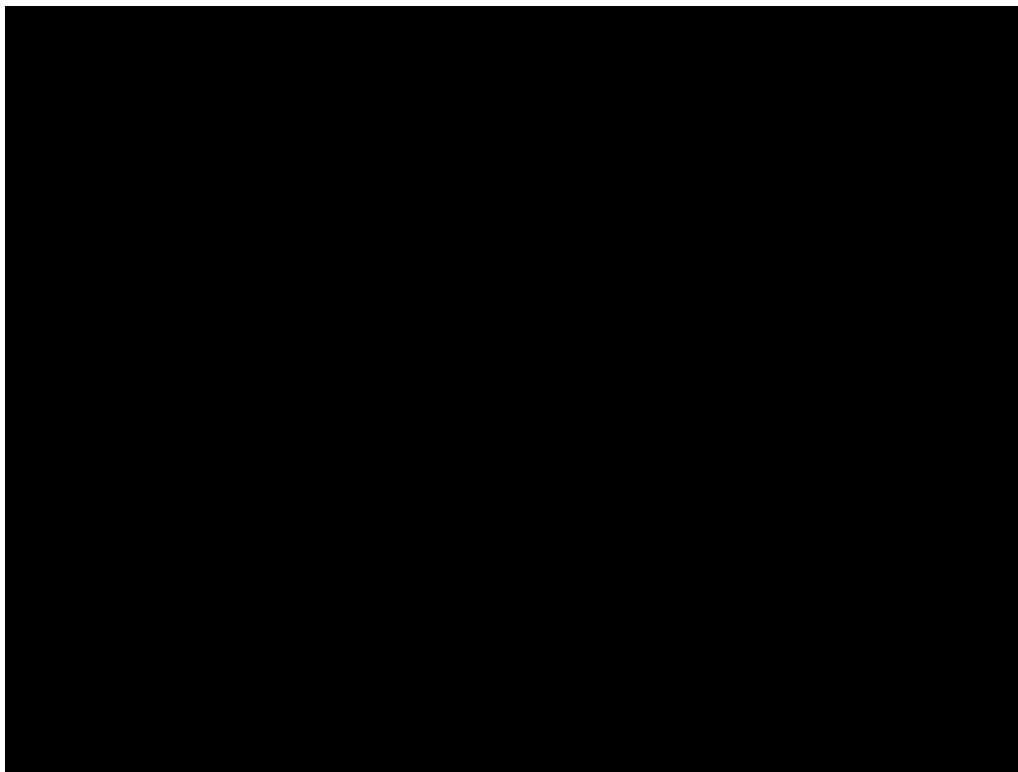- ❑ *18 months (16-21 months)*

HOW?

- ❑ Have parents demonstrate each of the 5 areas of development with their child

- ❑ Work together for scoring/screening

- ❑ Use child's own toys/safe household items

- ❑ Be on the child's level/on the floor or at a small table

- ❑ Offer positive feedback

- ❑ CHILD DEVELOPMENT IS DYNAMIC/RAPIDLY CHANGING

- ❑ SOME DEVELOPMENTAL DELAYS ARE NOT DETECTABLE AT ALL STAGES OF DEVELOPMENT

- ❑ ONGOING SCREENINGS PROVIDE A MORE ACCURATE ASSESSMENT OF DEVELOPMENT

- ❑ REPEATED DEVELOPMENTAL SCREENING PROMOTES AND SUPPORTS A PARENT'S UNDERSTANDING OF HER CHILD'S DEVELOPMENT

**Connor and Heather, Dan and
Malachi**

FINE MOTOR

	YES	SOMETIMES	NOT YET	
1. Does your child help turn the pages of a book? *(You may lift a page for her to grasp.)*	○	○	○	____
2. Does your child throw a small ball with a forward arm motion? *(If he simply drops the ball, mark "not yet" for this item.)*	○	○	○	____
3. Does your child stack a small block or toy on top of another one? *(You could also use spools of thread, small boxes, or toys that are about 1 inch in size.)*	○	○	○	____
4. Does your child stack three small blocks or toys on top of each other by herself?	○	○	○	____
5. Does your child make a mark on the paper with the *tip* of a crayon (or pencil or pen) when trying to draw?	○	○	○	____
6. Does your child turn the pages of a book by himself? *(He may turn more than one page at a time.)*	○	○	○	____

FINE MOTOR TOTAL ____

PROBLEM SOLVING

	YES	SOMETIMES	NOT YET	
1. After you scribble back and forth on paper with a crayon (or pencil or pen), does your child copy you by scribbling? *(If she already scribbles on her own, mark "yes" for this item.)*	○	○	○	____
2. Can your child drop a crumb or Cheerio into a small, clear bottle (such as a plastic soda-pop bottle or baby bottle)?	○	○	○	____
3. Does your child drop several small toys, one after another, into a container like a bowl or box? *(You may show him how to do it.)*	○	○	○	____
4. After you have shown your child how, does she try to get a small toy that is slightly out of reach by using a spoon, stick, or similar tool?	○	○	○	____
5. Without your showing him how, does your child scribble back and forth when you give him a crayon (or pencil or pen)?	○	○	○	____ *
6. After a crumb or Cheerio is dropped into a small, clear bottle, does your child turn the bottle upside down to dump it out? *(You may show her how.)*	○	○	○	____

PROBLEM SOLVING TOTAL ____

*If Problem Solving Item 5 is marked "yes," mark Problem Solving Item 1 as "yes."