



“Finding Our Own Way”

ASQ (Ages & Stages Questionnaires)

*Cultural Adaptations Guidelines
for Aboriginal Communities*

A MESSAGE FROM STEP BY STEP CHILD AND FAMILY CENTER:

It is hard to believe that it has been 8 years since we embarked upon this journey to examine the Ages and Stages Questionnaire (ASQ) and how it could be culturally adapted to our community in Kahnawake Mohawk Territory. Kahnawake is located on the St. Lawrence Seaway and in Mohawk means by the rapids. In fact moving through rapids is a good metaphor to describe our 8 year experience. Our work began with a strong surge of energy; with the support of our partners we dove into the project with enthusiasm and hope; the waters were turbulent at times and we have bruised egos, elbows and knees from the rocks we hit along the way. But throughout we were reminded that like the river, we were part of something bigger than ourselves and we needed to take the long view.

This could also be an appropriate metaphor for the work of early childhood educators who must surely have one of the most important jobs in the world! We see that the work we do with children and families at this formative time in their lives has a tremendous impact. Early intervention has the power to change lives. We honor all of you who are involved in this precious activity.

Throughout these 8 years we were constantly reminded of the devotion and commitment early childhood professionals have for the children and families within their communities. This was represented by the many, many inquiries we received about this project from people excited about our work and eager to get going on their own unique cultural adaptation. Most recently while we were in a situation of being unable to yet release the guide, we have given workshops and webinars around the country so as to share our experience with other communities who couldn't wait any longer! We are thrilled to see that many Aboriginal communities continue to see the great value in using the ASQ, and can see also the benefits which cultural adaptation and a community-based approach can bring to the critical work of developmental screening. Momentum continues to build.

We too still see the value in the work we have done. We continue to use the ASQ with all of the children and families who pass through our service doors. Parents engage in the process enthusiastically and we have a very high return rate. In addition to the information it provides as we plan our educational program and supports, it helps us build relationships with families. Although not specifically detailed in this publication, our adaptation process included the ASQ-SE (ASQ Social Emotional) which we also use – although not to the same extent – at Step By Step Child and Family Center.

After 8 years, we could no doubt review, change, and improve our process yet again. But it is working well and so we will leave that to others; perhaps to you. Having learned our pre-school lessons well, we want to share with and learn from our peers as you use this guide and so we invite people to contact us with feedback, requests for help or questions as you dip your toes into the waters of these river rapids.

We wish you a safe and satisfying journey. Nia:wen - Thank you for taking the time to read this guide.

(Kahnawake, August 2015)



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FINDING OUR OWN WAY

«...culture is more than just beads and feathers, songs and dances and even more than just language alone. Culture is holistic. It embodies all that is Indigenous. It is our way of life, our spirituality, our history, our world view, our relationship with Mother Earth, our relationships with one another... So when we talk about culture and language in our education, it should be reversed to read: education in our culture and language.»

*Kenneth Deer at the 18th Session of the Human Rights Council
Geneva, Switzerland, September 2011.*

In June 2007, Step By Step Child and Family Center (SBSCFC), an inclusive early childhood center for children aged 18 months to 6 years and their families, was awarded a Social Sciences and Humanities Research Council (SHHRC) Aboriginal Research Development Grant. The grant funded a project titled ***Towards an Adaptation of Early Intervention Tools To Reflect and Respect the Cultural Reality of First Nation People***, which focused on the examination and adaptation of the ***Ages & Stages Questionnaires (ASQ)*** Squires, Twombly, Bricker, & Potter (2009). *Ages & Stages Questionnaires®*, Third Edition (ASQ-3) Baltimore, MD: Paul H. Brookes Publishing Co., Inc.). The ASQ* with its many years of international usage and research has been a screening tool that is accepted, well-used and appreciated by many Indigenous communities. We at SBSCFC wanted to take a closer look so as to determine if the ASQ was the best tool for us.

Over the course of our more than 30 year history of providing inclusive, high quality programs and services, SBSCFC has been witness to the power and effectiveness of early Intervention. Intervention in the early stages of a child's life can significantly reduce the impact of early difficulties or risks and so also improve the quality of the life of the child and family in the long term. Our understanding of early intervention acknowledges **prevention** as being just as important as **intervention**. We know that screening – taking an early snapshot of the developing skills, behaviors and qualities of a child at a moment in time- is a critical piece of figuring out how to prevent difficulties from emerging as well as how to respond to developmental challenges already present. An effective screening process supports us in maximizing the potential of all children. In our efforts to find the best fit, we have tried many different screening and assessment tools over the years, seeking to find an effective means to monitor the growth of children in ways that would inform our decision making on instruction and service delivery while also honoring our cultural image of children and the traditional pathways of teaching and learning. It has been a great challenge.

** ASQ-3 is a screening system composed of 21 questionnaires designed to be completed by parents or other primary caregivers at any point for a child between the ages of 1 month and 5 1/2 years of age. Each questionnaire contains 30 developmental items organized into 5 areas including: Communication, Gross and Fine Motor, Problem Solving, and Personal-Social. The questionnaires can accurately identify infants and young children who are in need of further assessment and/or early intervention services.*

To have strong children we must find our own strength. One place to find that strength is in our culture.

A Sense of Belonging: Supporting Healthy Child Development in Aboriginal Families (2006)

Step By Step Child and Family Center (SBSCFC) is a center that welcomes all children. Every child belongs and we celebrate the gifts and respect the differences and challenges that are unique to every child and family. Although theory and research in child development serves to guide and inform our practices, our knowledge of the community, its people and culture and the real life relationships educators form with the children and families **also** contribute profoundly to our understanding of the often unique developmental pathways we observe. Because we have deeply embraced the philosophy and practice of inclusion, we have no need – nor desire – to assess children so as to assign them a score, a diagnosis or a label.

But we **do** want to have a true understanding of how our children are developing; what their strengths, talents, interests and gifts are as well as what might be challenging their ability to learn at this moment in their lives. We don't want to rely on the "Cardiac Approach" to assessment where educators merely "know in their hearts" how a child is doing (Susan Landry at Models of Early Childhood Services conference, Montreal June 2012), but rather we want a clear picture and with that a clear sense of what to do.

And so we have been pleased by the increasing agreement in Early Intervention and its related fields that the practice of using standardized methods and criteria for the assessment of young children is of questionable value and validity. We know this to be especially true in regards to their use within Indigenous communities. The use of standardized assessments presents a number of unique challenges most especially to our belief and that of many Indigenous people, that formal tests which carve children into developmental pieces or domains do not reflect our world view and are fundamentally not helpful.

Along with many others, we have recognized the need to develop tools and programs that reflect the unique culture and linguistic richness of our people, which was quite apparent in a gathering we held in Kahnawake in 2010 as a culmination of the two years of our research. Throughout this two-day event, participants included one of the original developers of the ASQ and 16 Early Childhood researchers, practitioners and decision-makers working in and concerned about Indigenous communities throughout Canada and the Northern Territories. Participants spoke passionately of the need to have tools that embrace the holistic way in which Indigenous people invest importance and view their children. However, given the cultural diversity to be found within the over 650 Indigenous communities in Canada speaking 50 different languages, the prospect of developing one tool to fit all seems unattainable and more importantly, ill-advised.

A people's culture is consistent with their knowledge , level of technology, and understanding of their Creator- what they believe to be the purpose of life and the place of the individual therein.

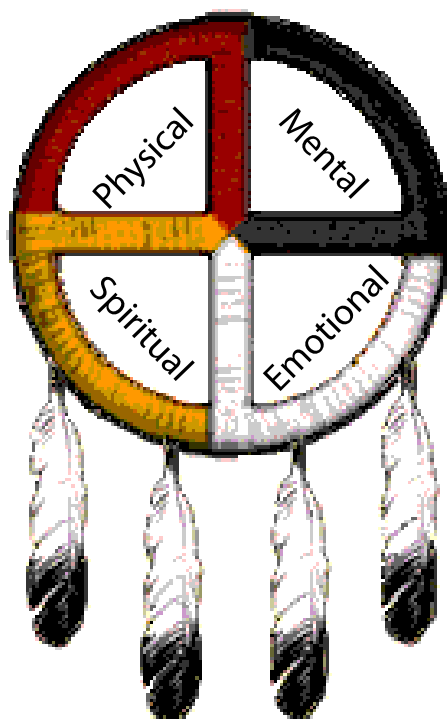
Paulo Wangoola (2006)

"Our spiritual focus takes in seven generations. So when leaders have a council, we're always told that we're counciling so that what we do today doesn't hurt the seventh generation that's gonna be born, our great-grand-children. Whatever we do today, if it would hurt them, it's wrong."

Tom Sakokweniónkwaw Porter, 2008



When you look back over your shoulder, what do you see? We believe that in order to find our way to the future we must look to our history for guidance. Indigenous knowledge is increasingly being recognized as legitimate and distinct ways of knowing and being in the world which should be valued. The Indigenous knowledge frameworks are as diverse as the many communities and cultures in which they are rooted. Our image of the children in our care is influenced by our Mohawk culture. We view the child holistically, recognizing the inter-connectedness of their spiritual, physical, intellectual and emotional selves which we represent through the medicine wheel. We believe even the youngest of our children are capable, creative and complete human beings. We understand human learning and development – both in children and adults- to also be inter-woven with people, their histories and their environments. We are part of a larger whole. We believe that these ideas represent a kind of **Indigenous science** - a way of learning, building, acquiring and organizing knowledge over time. Our culture has existed and has been sustained for a very long time and we see that our knowledge framework, **our science**, has great importance and value in education. This world view shapes the approach we take to creating culturally meaningful curriculum for young children. In fact, after many years of reflection and review, culture has become our curriculum.



We want all of our educational practices and tools to reflect our unique science and world view. In the past we depended largely on an outside perspective, one that did not acknowledge or appreciate our culture and the way our community thought about child development. As a result children were labeled with disorders and thought to be deficient or delayed. Difference was being seen as deficit. Children and families were hurt by these labels, which often resulted in their segregation and stigmatization and for many, a referral to “special” schools and programs outside of their communities. We refuse to repeat these errors. Instead, we ourselves and any professional from away who works with us must take the time to understand the styles of learning and language that are unique to our particular community and that represent a particular way of being in the world.

“It is said in Kanien’kéha culture that when a child is born, he is given a name by the eldest member in the family. This name represents his path in life. It is the responsibility of the people to identify the strengths of that child and to assist him in developing them. It is in this context that we become leaders.”

Debbie Delisle Giasson, Executive Director - Step By Step Child and Family Center, 2009

The final report of The MCH (Maternal & Child Health) Screening Tool Project stated that screening tools used within Indigenous communities should be culturally appropriate and acceptable to the population. This paper suggested that the most appropriate tool would include Indigenous representation as it was being developed and standardized. Consideration would be given to culture in the construction of the tool so as to include particular domains familiar and important to Indigenous communities. Activities and their accompanying materials would also be selected with a particular sensitivity to culture and finally, this tool would include suggestions for cultural adaptation where appropriate.¹

Sounds good but as we discovered, this tool does not yet exist. During the 2010 gathering referred to previously, the invited group discussed the ongoing interest in the development of a screening and assessment tool which would be “Aboriginal specific”. The idea of creating such an instrument is exciting. But the discussion is also ongoing as to the relative benefits and disadvantages to the comprehensive and long term work effort that would be required to develop such a tool and the question of whether it could serve the wide diversity of Indigenous communities in Canada. The participants in this gathering agreed however that as has been previously reported elsewhere, in the absence of a tool generated for and by Indigenous people, the ASQ is worthy of ongoing use and adaptation within these cultural contexts.

¹ Dion Stout, Madeleine & Jodoin, Nadine (2006). *MCH Screening Tool Project: Final Report. Prepared for the Maternal & Child Health Program - First Nations and Inuit Health Branch.*

It's interesting to note that the lack of an "Aboriginal specific" tool has had an unexpected benefit. It has compelled many community-based innovations to emerge related to the screening process. Communities are finding their own very meaningful ways of taking note of how children are developing and also identifying what is uniquely important to them as they consider what "typical", "atypical" and "at risk" development means. These efforts, of which ours is one, meld the use of an established and well regarded tool such as the ASQ with a community driven process that is derived from our unique indigenous knowledge framework. We believe it represents a partnership of the best kind; traditional cultural world views paired with contemporary, evidence-based pedagogy.

We at Step By Step Child and Family Center (SBSCFC) are honored to have the opportunity to contribute to this developing Indigenous science in early childhood education. We hope that the adaptation process presented in the following pages will be of use to you and will support the rich early childcare programs and innovations to be found in many Indigenous communities today.

Nia:wen







CULTURAL ADAPTATION OF THE AGES & STAGES QUESTIONNAIRES:

GUIDING PRINCIPLES

For any screening process to be effective, it must be situated within the unique cultural context of each respective community and related to: how things are done, what do people believe, and what are the desired outcomes. Before making any adaptations to the ASQ itself, we suggest consideration be provided to the following five Guiding Principles as a way to developing a unique and meaningful process:

1. Making it Your Own: Create a Community–Based Process

It is important to build a culturally-valued community process around the use of a developmental-behavioral screening measure such as the ASQ to ensure that families and members of the broader community are comfortable with it, understand its use and importance and trust that their perspectives about their children will be that which is most valued. Consideration of a community's previous experience with assessment and evaluation projects – which for many has been negative or at best useless- should affect how the ASQ is introduced and modified so as not to repeat the past. Transparency is key! Parents and educators alike should know **what** this process is, **why** it's important, and **what** the outcome will be.

Placing emphasis on the development of the screening process itself, directing attention beyond the child to include the community and the way the process is organized, communicated, and subsequently utilized, will ensure real benefits and as stated by Tom Porter in our introduction to this guide, that the process and its results do no harm.

2. Involve the Broader Community

Involving a broadly defined group of experts (parents, elders, educators, health practitioners, etc.) in developing the screening process will ensure that it is meaningful and community-driven. The work of this group of experts should precede any implementation of the developmental-behavioral screen so that a thoughtful and intentional process can be developed.

There are many questions this group can discuss to assist in the development of a process that is appropriate to the community. Questions can include:

- Why are we doing this?
- What benefits will it bring?
- How do we want to introduce the screening process to parents and what are the best ways to engage them?
- What will we do with the results and how will results be communicated to parents?

To make this process our own, it's important for each community to articulate and clarify the meaning of the screening process in their own way and with their own words. (See Appendix A)

The bringing together of this group of community experts is an opportunity as well to add some additional features to observe that will supplement what is learned from the ASQ. Descriptions of culturally-valued indicators of learning and development such as, for example, curiosity, spirit and independence might be areas that the group of experts would like observed and perhaps commented upon through an additional sheet of paper attached to the ASQ. Only the community members themselves know what those characteristics of importance might be.

3. Take a Capacity Building View

For many, the words “screen” and “assessment” bring to mind experiences that might have been externally imposed that led to feelings of de-valuation, to being labeled *deficient* or to frustrated efforts to receive services to address the concerns brought to light through these exercises. But a community driven process can take an approach that **engages** rather than **distances** families and that invests time in developing a trusting relationship between staff and parents, one that is built on the acknowledgement of the parent as the **expert** on their child having real insights to share.

“As I did the ASQ, I learned about child development without having to take a workshop or read a book about it!”

Audra, parent of a 4-year old boy

In our recent experience, many parents have commented that in doing ASQ they made new discoveries about their child as well as learning a bit more about child development. Knowing for example that at 36 months there are a number of abilities that they might expect to see emerging within their children was for many an important revelation, and they wanted to know more. Doing the ASQ provided them with the opportunity to be very mindful as they observed and played with their child. They found this kind of learning process exciting.

So we can consider the ASQ as a “conversation starter” with parents, providing opportunities for relationship building as well as capacity and knowledge building in parents as we engage together with them in a discussion of the child’s development.



4. Engage the Family

Prior to using the tool, a period of orientation and information exchange with families can help to ensure that the process is transparent and parents are engaged from the outset. At Step by Step, we gathered small groups of parents together to explain the process we would follow, its intent and the benefits we expected. We continue to follow that process as we welcome new families into the Center each year. We found the following to be of importance for orientation gatherings:

- **Provide details about a “developmental screen” in family friendly language**, explaining its value as a snapshot of their child’s development and what benefits result from its use; We explained that they should not expect their child to be able to do everything as the interval covers a range of ages and that there are no “right and wrong” answers. We emphasized having fun using natural routines (parents could do activities out of order) and materials found in the house for making observations and gave examples;
- **Determine if parents will or will not be asked to score their child’s ASQ form.** We intentionally chose **not** to ask parents to score as we felt it unnecessary to the process of observing their child and most importantly, we thought it might lead to feelings that their child was being judged and labeled. We therefore did not provide the score sheet to parents. Once parents returned the form, the educators scored each ASQ for the children in their care;
- **Emphasize the importance of the expertise of parents** and that this is an opportunity for family members to share what they know about their child as well as anything that might be of concern, even if it’s not covered by the screen. For example, we encouraged parents to let us know if sleep or meal times were a concern and assured them that we could help;
- **Read some questions aloud together, providing examples of possible responses.** In our small gatherings we also selected items that we thought might be more difficult to understand or observe and we anticipated questions based on our knowledge of our community;



Additional points to consider mentioning to parents:

Doing the ASQ together is the beginning of our partnership; we are getting to know your child better, but as parents you are the ones who know your child best and so this process will help us learn from you. We also know that children act differently when they are at home with family and when they are at daycare or school. Doing the ASQ together will allow us to compare what we see and then figure out if we need to help you or your child in any way. What we learn from the ASQ will also help our educators plan classroom activities. Most importantly, have fun.

- **Identify a person(s) in the service whom parents can come to for help should they desire it.** We are fortunate to have a Family Support Worker who was involved in all of these orientation sessions and was presented as the “go to” person for any questions or difficulties in using the ASQ;
- **You know your community best so use your knowledge to support families.** Take note of families you know who might benefit from support in doing the ASQ and initiate the offer of home or center-based support depending on the community/service context within which you work. We identified families who have more than one child in the center, people we knew could not read very well, individuals whom we knew to have more struggles in family life, and we took the initiative to offer them support;
- **Consider having a bag of ASQ materials geared towards various intervals to lend to families.** For example, some people don’t have beads on a string. Others might not have scissors that a child can safely use. Still others might not have a 5 or 7 interlocking puzzle. Having a variety of materials ready in bags labeled 48 months, 54 months, 60 months, etc. would allow you to easily provide parents with the materials they are missing.

The **ASQ-3 User’s Guide** (Squires, Twombly, Bricker, & Potter © 2009 Paul H. Brookes Publishing Co., Inc.) includes many additional valuable points about orientation and implementation. The guide can be ordered directly from Brookes Publishing at www.products.brookespublishing.com.

5. Provide Service Worker Orientation and Training

Teachers, educators, child care and community service workers have various amounts and types of education, training and experience. We discovered therefore that it is also important to individualize the ASQ training provided to the workers of the community based on their unique needs and within their particular cultural context. This Community specific training could include:

- **Understanding the ASQ and Developmental Screens** – We provided our staff with a detailed workshop on the various aspects of the ASQ and the nature of a developmental screen, helping them to understand what a screen does and does not teach us and why it is important;
- **Scoring ASQ** - Given that we chose not to ask parents to score the ASQ, this required that our staff score the form for each child. In such situations, training must include all pertinent details of this process as defined in the ASQ manual;
- **Documenting Additional Observations.** As previously mentioned, ASQ offers a snapshot of a child and does not include observations of other culturally-valued indicators of child development. These additional indicators were identified by staff and families and our group of community experts and were discussed as being characteristics that staff would also be noting. They included interest and engagement in life/activities; laughing and smiling during play; having joint attention.
- **Communicating With Parents** - If the ASQ is seen as a relationship and capacity building tool, then staff need to be provided with guidance in communicating results to parents in a thoughtful and respectful manner. We need to be able to describe areas of development of a particular child that should be monitored or worked on without causing alarm, while emphasizing the child’s strengths and emerging skills.

Our staff were most concerned about how to communicate with parents in instances where the ASQ and/or the additional observations indicated that their child should either be further monitored or receive intervention. They wanted to be honest and clear but without leaving the parent feeling discouraged.

We provided our staff with ways and words in which to have this conversation. In particular, we encouraged staff to **begin** the conversation focusing on all the things the child can do and to describe the wonderful and unique characteristics they have observed of the child that are not only part of the ASQ form but also come from the knowing eyes and experiences of the educator with the child. We suggested that concerns be raised by first referring to any that may have been noted by a parent within the form. Often times, service providers are able to reassure parents that what they are observing is nothing to worry about. But when the concern might be shared and more might exist, starting by acknowledging and affirming what the parent sees is the best way to begin the conversation. If a parent has no concerns, staff can be specific about their concern while always building in the positive vision of the future.

“Logan is a very energetic little boy. He’s really great in all gross motor activities. He loves books (especially about trains) and he is very caring. We see in your ASQ that you noted that he seems to be struggling to get a good grip on a marker or crayon. The first shapes children often start to draw at this age are lines and circles and he can’t do that right now. We see that he’s getting a bit frustrated and so now he’s avoiding these kinds of activities. We’re going to spend some time each day helping him learn these skills in ways that are fun and encouraging. Once he sees that he can improve, we know he will become more motivated again. There are some easy and fun ideas on the ASQ activity sheet. Here’s one for you to take home. Perhaps you and Logan will enjoy doing a few together.”



Who Should Do the ASQ?

During the period of this research project at Step By Step, we had both parents and educators in our center completing an **ASQ** on the child. That meant that each educator completed approximately 18 **ASQs** for the children in their classroom. More recently, we have changed our process. Parents only fill in the **ASQ** for their own child, and the educators carefully review and score the completed screen. They then discuss the results with a Program Coordinator, noting if they see the child in the same light as the parent, if they have concerns that are different from the parent, and also taking note of any concern recorded to ensure that this is addressed with the parent through a conversation detailing what will be done. The educator and the Program Coordinator also analyze the **ASQ** results of the entire class to see what learning activities would be of benefit.



REVIEWING OUR PRACTICE: A DEVELOPING PROCESS

Step By Step sees itself as a learning organization and so we continue to review and adapt the way in which we implement processes such as screening within our community. We want to engage participants as partners in this evolving process and so we have an ongoing dialogue about how the community experiences the **ASQ** process. We suggest the following:

With families, regularly ask their thoughts:

- Do they like doing the **ASQ**? Do they find it useful or not?
- Is the process well organized? Are results well communicated? Do they have suggestions for improvement?
- Do they see and/or understand the perceived benefits of doing the **ASQ**?
- Are there more/better ways to assist them?

With educators/service providers:

- Ask staff many of the same questions above, and also encourage them to record their observations and insights related to **ASQ** administration and scoring so as to contribute to its ongoing examination and adaptation.

All of these efforts are very useful in developing a process of continuous community individualization and cultural adaptation.

The continuous activity, dialogue, review, and adaptation of the ASQ process described above and in the section to follow, results in a truly generative process, one that can build and create new knowledge and practices unique to each First Nation community. Ultimately, it is the ASQ process itself and the unique and intentional way that each community will adapt and utilize it that will be of most importance and will allow for its benefits to be broadly and meaningfully experienced.

What to do after the ASQ?

At the 2010 gathering in Kahnawake, much discussion took place regarding the link between screening results and services. The question was posed as to whether we are “manufacturing concern” to have screening results where children fall into monitoring or at risk zones in the face of the lack of community services. Some communities are fortunate to have a rich network of services and supports, while others have very little.

Of course, these are critical considerations as each community begins the development of its own unique screening process. The question of what will we do for children who need more supports for learning must always be central to the development of any process, but it is beyond the scope of this manual. What we have learned, however, is that even in the absence of the direct link to services, there continues to be great value in having a screening process and in using the **ASQ** in particular. We at Step By Step and early childhood centers elsewhere have found benefits in both the **ASQ** process as a tool for learning, a vehicle for communication, an opportunity to build knowledge and capacity, and finally as a means to build a common language and positive relationships between parents and staff. These important outcomes can result in meaningful benefits to the child, family, and community.



FINAL WORDS

In order to honor children as our gifts, they must be treated with great care and respect. The way in which we provide support services and education to them must be based on the culture and values which they and their families hold dear.

Children and their families have varied strengths, assets, talents and qualities. Any community-based process of screening and assessment must be balanced by a view of discovering both challenges and capabilities. We must celebrate the gifts and respect the differences which are unique to every child and family, and we must have the courage to continue to advocate for the recognition of the critical role Indigenous cultural values and beliefs have in the development of a vibrant, meaningful, pedagogically sound and sustainable educational system for our children.

Children are not our possessions, they are gifts to us. This is the belief of our people. Children must be restored to their place, the heart of the community. And in doing so, restore our community to a place of power and self-sufficiency. Child daycare can be a vehicle through which culture can be retained and transmitted from generation to generation.

Joint FN Inuit Federal Child Care Working Group, 1995



A TEMPLATE FOR MAKING ADAPTATIONS TO THE ASQ

As we continue on this journey of making the ASQ tool and practice truly our own and something that can be uniquely useful to each community, important consideration must be brought to the question of its adaptation. We must consider how can we adapt the ASQ itself to reflect the individuality of each community without destroying the validity of the tool born out of many years of research, review, and revision by the ASQ's authors. We provide some suggestions below.

Adapting How the ASQ Looks

We DO judge a book by its cover, and so it is important that a tool being used by a particular community looks like it actually comes from the community! Therefore, we suggest modifying the cover sheet or creating your own to include for example a familiar logo, identifiable graphics (people, cultural and traditional objects such as drums, feathers) and anything that makes it attractive, recognizable and so of greater appeal. (See Figure 1.)

Tsi ionterihwaienhstahkwa ne Kahwatsiranó:ron
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ASQ-3™ 16 Month Ages & Stages Questionnaire

Child's Name: _____

Date of Birth: _____ Gender: ___ Boy ___ Girl

People who helped do this form: _____ Relationship to the child: _____

Was your child premature: ___ Yes ___ No

If yes, what was the due date? _____

Please return this questionnaire by: _____

Date Completed: _____

Adapted from Ages & Stages Questionnaires®, Third Edition (ASQ-3™), Squires & Bricker ©2009
Paul H. Brookes Publishing Co. All Rights Reserved.

Figure 1. Sample adapted cover sheet.
For full size cover, see
Appendix B, p. 21

At SBSCFC we created a cover page based on some elements of the 2nd edition cover page along with our adaptations, as we did not require nor desire the addition of program information added to the cover sheet of the 3rd edition. We also chose to remove anything in the ASQ cover sheet that we perceived looking too *clinical* or official.

Within communities where written materials are not the most ideal way to transmit information, or in situations where parents have limited reading skills, families might become intimidated by the perceived length of the ASQ questionnaire. In order to minimize any possible feelings of inadequacy, consider therefore how the ASQ can be condensed.

Identifying information such as address and phone number is available in our registration forms, for example, so we felt these could be omitted from the cover sheet. Making the questionnaire double-sided also helps to shift an impression of it being large and so requiring a lot of time to complete.

ASQ Item Review

The **ASQ-3 User's Guide** (Squires, Twombly, Bricker and Potter. © 2009 Paul H. Brookes Publishing Co., Inc.) itself refers to situations in which test items or materials may not be appropriate for a given culture or geographic area and recommends that either the item be omitted (and the scoring formula for missed responses be utilized) or an appropriate replacement of the material be found.

Brookes Publishing has written **Guidelines for Cultural and Linguistic Adaptation for ASQ-3 and ASQ:SE** (© 2013 Paul H. Brookes Publishing Co., Inc.) which includes additional important recommendations for making adaptations including cultural and linguistic considerations and suggestions regarding translations and the use of interpreters.

It is recommended that prior to distribution that a full review of the ASQ items be undertaken to determine the need for adaptations in a variety of areas that are particular to your community such as the following:

Language

Examine if any jargon or words are used that might not be well understood by parents and change the words as required. We actually have found minimal need for this in ASQ-3.

ASQ Implementation Directions

Identify instructions that might not be culturally appropriate and change them.

- In some intervals of the Problem Solving domain, the parent is asked to observe if the child will get up on a chair or box in order to reach something. For people who would find it unacceptable for a child to do that and where children might also be reluctant to do so if taught otherwise, add a suggestion in the form (handwritten or typed) to parents that they could observe this differently.

They could, for example, “forget” to provide a spoon with the child’s yogurt or place desired objects within the child’s sight but out of reach, and see what happens.



- Consider adding as much detail as possible to ensure that parents would rarely feel unsure or inadequate. For example, based on the feedback we received from parents, in the Fine Motor domain where parents are asked, “Does your child color mostly within the lines in a coloring book or within the lines of a 2-inch circle that you draw? (Your child should not go more than 1/4 inch outside the lines on most of the picture.)” we provided a drawing to indicate what is and isn’t acceptable. Parents have found this very helpful. (See Figure 2a.)

Does your child color mostly within the lines in a coloring book or within the lines of a 2-inch circle that you draw? (Your child should not go more than 1/4 inch outside the lines on most of the picture.)

not acceptable acceptable acceptable

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Figure 2a. Sample adaptation of an item using an illustration. For full size page, see Appendix C, p. 22)

- In further examples such as in the Personal-Social domain, explain that if the child could not say their age but rather held up 3 fingers or indicated it another way, that the answer would be accepted;
- Also found in the Personal-Social domain, when a parent is asked to write the child’s name and have the child copy it underneath, we added a note suggesting that the parent could use a larger piece of paper to do this. Mohawk names can be very long!

Cultural Community Relevance

Identify items in the ASQ that are not culturally relevant to your community and so require changes. For example, in the Communication domain when the child is asked, “What is your name?”, certain communities may decide that the child would receive full credit for the response if they provide their Mohawk name without adding a second name. The ASQ-3 acknowledges that the use of a nickname would also be acceptable.

A further example of this kind of cultural adaptation would be in the Personal-Social domain where the parent is asked, “Does your child tell you the city she lives in?” A consensus might determine that the name of the community, territory, or the how the neighborhood is locally known would be acceptable. In order to eliminate any doubt, we typed in “Kahnawake is acceptable” under this particular question. (See Figure 2b.)

Does your child tell you at least four of the following? Please mark the items your child knows.

☐ a. First name ☐ d. Last name

☐ b. Age ☐ e. Boy or girl

☐ c. City she lives in (Kahnawake OK) ☐ f. Telephone number

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Figure 2b. Sample adaptation of an item using an illustration. For full size page, see Appendix D, p. 23)

Adding Items to the ASQ

As each community develops its own unique process of screening, a particular community might want more information that would be useful in their analysis of the situation of the children and so these questions could be added to the cover pages (**See Figure 3**). For example: asking “what language was most spoken at home with the child” is important to know when families might be speaking another language such as Mohawk, French or Cree.

In Kahnawake we were interested in developing an understanding of what we had observed as a unique pathway for the development of speech and language and so we added a question asking if “either parent or family member (including brother, sister, cousin, etc) had a history of speech and language difficulty”.

As mentioned previously, identifying a particular staff person by name on the form itself, a Family Support Worker for example, along with an invitation to parents to come and see this person if they have questions or difficulties, represents another way to make the form more personalized and community-orientated.

What is the language most spoken with your child at home?

___ English ___ Mohawk ___ French ___ Other _____

Does either parent have a history (including brothers, sisters, cousins, etc.) of speech and language difficulty? If yes, please explain _____

On the following pages are questions about activities children do. Your child may have already done some of the activities described here, and there may be some your child has not begun to do yet. For each question, please check the box that tells whether your child is doing the activity regularly, sometimes, or not yet.

Important Points to Remember:

- ✓ Be sure to try each activity with your child before checking a box.
- ✓ Try to make completing this questionnaire a game that is fun for you and your child.
- ✓ If you have any questions or concerns about your child or about this questionnaire, please call or drop in to see Colleen.

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Figure 3. Adaptation to extend the ASQ-3 cover sheet. For full size page, see Appendix E, p.24

ASQ Activity Sheets (See Figure 4)

ASQ-3 includes activity sheets that provide activity suggestions for parents to use with their children at a particular age interval. These too can be included in the cultural adaptation process of a particular community. In the consideration of how best to create a tool that will be easily read, understood and of benefit to families and children, the following considerations can be useful:

- Consider decreasing the content of written language. Use just a few of the examples provided on the page;
- Add visuals to help a parent understand the activity;
- Use symbols of cultural and community significance and familiarity to decorate the sheet and make it more visually pleasing;
- Provide opportunities for each sheet to be individualized and so of interest to a child and for the sheet itself to be easily available for quick reference in a family's home.

We created a space in the centre of the sheet which we said could be for the child's picture or a drawing or a family photo which allowed for more personalization. In order to ensure that the activity sheet be used, we had it laminated and added a couple of magnets to it on either end. We felt this would encourage that the sheet be posted in a common play or gathering area of the home such as placing it on the fridge in the kitchen thereby providing easy and regular access to it.

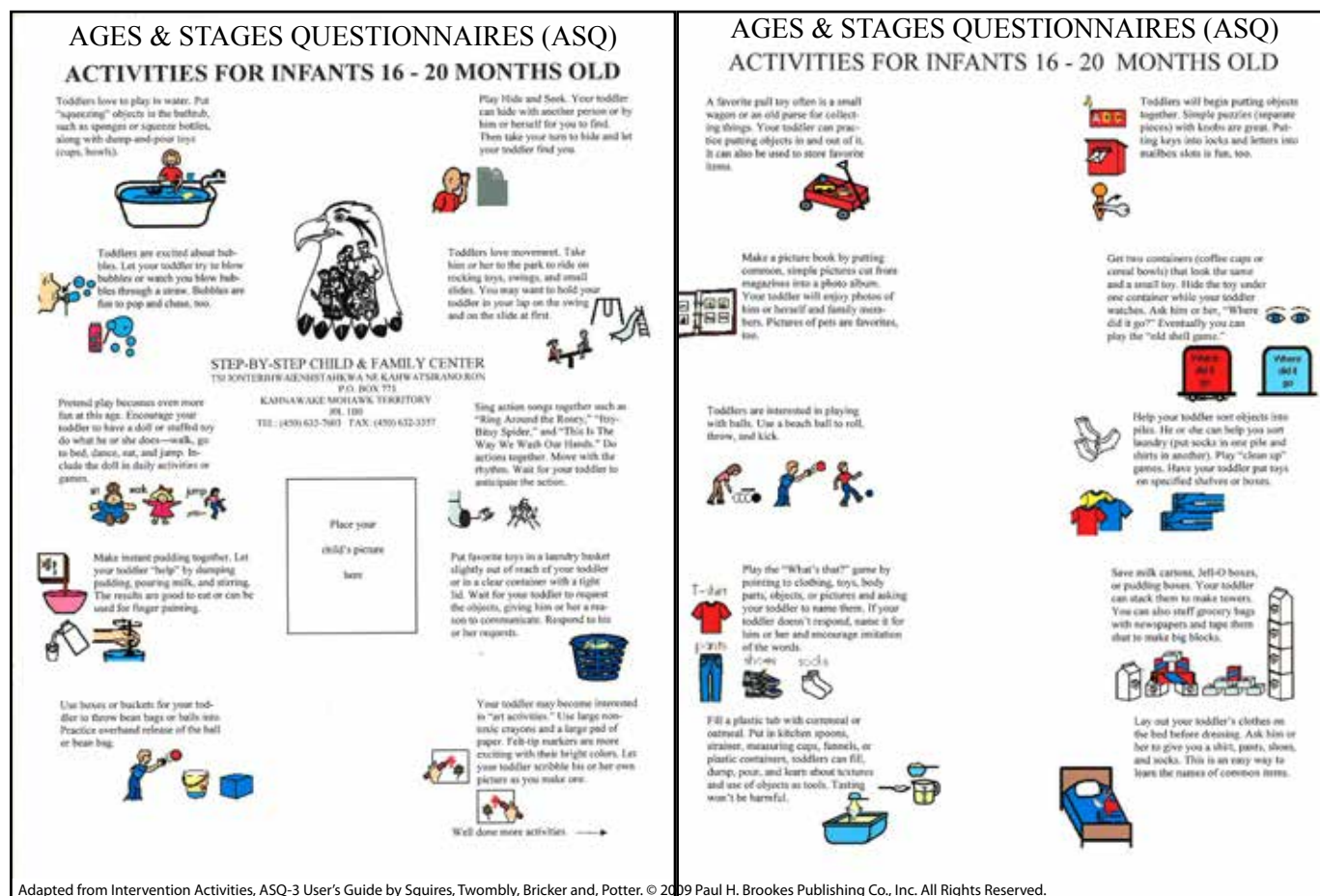


Figure 4. Sample adapted intervention activity sheets. For full size activity sheets, see Appendix F and G, See pages 25-26.



Appendix



Tsi ionterihwaiehenstahkwa ne Kahwatsiranó:ron
Step By Step Child and Family Center
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Kahnawake Mohawk Territory, 26 JOL1B0
Tel: (450) 632-7603
Fax: (450) 632-3357
E-mail: info@stepxstep.ca
www.stepxstep.ca

Dear Parents,

The first 5 years of life are very important to your child because this time sets the stage for success in school and later in life. At Step By Step we want to ensure that every child's development is proceeding without difficulty and to monitor this process over time.

In order to do that, we use the Ages & Stages Questionnaires (ASQ). This tool is a screen and it helps us take a quick look – a snapshot - to see what your child is able to do and what we can do to help them learn. We ask all parents to complete a questionnaire with their child early in the school year. You know your child best and so we appreciate the knowledge you can share with us. It's fun and doesn't take long.

All parents should have received an explanation of how to do the ASQ during an orientation session but if you are having problems or have any questions, please don't hesitate to contact our Family Support Worker, xxxxx. She will be happy to assist you.

You will have a chance to talk about the ASQ with your child's teacher when you have your first scheduled conversation time once your child has settled into the centre.

Nia:wen,



Tsi ionterihwaienhstahkwa ne Kahwatsiranó:ron

Step By Step Child and Family Center

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ASQ-3™ 16 Month

Ages & Stages Questionnaire

Child's Name: _____

Date of Birth: _____ Gender: ___ Boy ___ Girl

People who helped do this form: Relationship to the child:

Was your child premature: ___Yes ___No

If yes, what was the due date? _____

Please return this questionnaire by: _____

Date Completed: _____



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FINE MOTOR (continued)

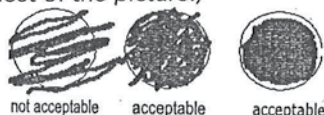
2. Using child-safe scissors, does your child cut a paper in half on a more or less straight line, making the blades go up and down? (Carefully watch your child's use of scissors for safety reasons.)



3. Using the shapes below to look at, does your child copy at least three shapes onto a large piece of paper using a pencil, crayon, or pen, without tracing? (Your child's drawings should look similar to the design of the shapes below, but they may be different in size.)



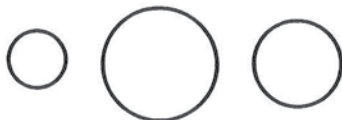
4. Does your child unbutton one or more buttons? (Your child may use his own clothing or a doll's clothing.)
5. Does your child draw pictures of people that have at least three of the following features: head, eyes, nose, mouth, neck, hair, trunk, arms, hands, legs, or feet?
6. Does your child color mostly within the lines in a coloring book or within the lines of a 2-inch circle that you draw? (Your child should not go more than 1/4 inch outside the lines on most of the picture.)



FINE MOTOR TOTAL

PROBLEM SOLVING

1. When you say, "Say 'five eight three,'" does your child repeat *just* the three numbers in the same order? *Do not repeat the numbers.* If necessary, try another series of numbers and say, "Say 'six nine two.'" (Your child must repeat *just one series of three numbers* to answer "yes" to this question.)
2. When asked, "Which circle is the smallest?" does your child point to the smallest circle? (Ask this question without providing help by pointing, gesturing, or looking at the smallest circle.)



3. Without your giving help by pointing, does your child follow three different directions using the words "under," "between," and "middle"? For example, ask your child to put the shoe "under the couch." Then ask her to put the ball "between the chairs" and the book "in the middle of the table."
4. When shown objects and asked, "What color is this?" does your child name five different colors, like red, blue, yellow, orange, black, white, or pink? (Mark "yes" only if your child answers the question correctly using five colors.)

PROBLEM SOLVING

(continued)

YES

SOMETIMES

NOT YET

5. Does your child dress up and "play-act," pretending to be someone or something else? For example, your child may dress up in different clothes and pretend to be a mommy, daddy, brother, or sister, or an imaginary animal or figure.
6. If you place five objects in front of your child, can he count them by saying, "one, two, three, four, five," in order? (Ask this question without providing help by pointing, gesturing, or naming.)

☐☐☐☐☐☐

PROBLEM SOLVING TOTAL

PERSONAL-SOCIAL

YES

SOMETIMES

NOT YET

1. Does your child serve herself, taking food from one container to another using utensils? For example, does your child use a large spoon to scoop applesauce from a jar into a bowl?
2. Does your child tell you at least four of the following? Please mark the items your child knows.
- ☐ a. First name ☐ d. Last name
- ☐ b. Age ☐ e. Boy or girl
- ☐ c. City she lives in (Kahnawake OK) ☐ f. Telephone number
3. Does your child wash his hands using soap and water and dry off with a towel without help?
4. Does your child tell you the names of two or more playmates, not including brothers and sisters? (Ask this question without providing help by suggesting names of playmates or friends.)
5. Does your child brush her teeth by putting toothpaste on the toothbrush and brushing all of her teeth without help? (You may still need to check and rebrush your child's teeth.)
6. Does your child dress or undress himself without help (except for snaps, buttons, and zippers)?

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

PERSONAL-SOCIAL TOTAL

OVERALL

Parents and providers may use the space below for additional comments.

1. Do you think your child hears well? If no, explain:

☐ YES☐ NO

What is the language most spoken with your child at home?

___ English ___ Mohawk ___ French ___ Other _____

Does either parent have a history (including brothers, sisters, cousins, etc.) of speech and language difficulty? If yes, please explain _____

On the following pages are questions about activities children do. Your child may have already done some of the activities described here, and there may be some your child has not begun to do yet. For each question, please check the box that tells whether your child is doing the activity regularly, sometimes, or not yet.

Important Points to Remember:

- ✓ Be sure to try each activity with your child before checking a box.
- ✓ Try to make completing this questionnaire a game that is fun for you and your child.
- ✓ If you have any questions or concerns about your child or about this questionnaire, please call or drop in to see Colleen.

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AGES & STAGES QUESTIONNAIRES (ASQ)

ACTIVITIES FOR INFANTS 16 - 20 MONTHS OLD

Toddlers love to play in water. Put “squeezing” objects in the bathtub, such as sponges or squeeze bottles, along with dump-and-pour toys (cups, bowls).



Play Hide and Seek. Your toddler can hide with another person or by him or herself for you to find. Then take your turn to hide and let your toddler find you.



Toddlers are excited about bubbles. Let your toddler try to blow bubbles or watch you blow bubbles through a straw. Bubbles are fun to pop and chase, too.



Toddlers love movement. Take him or her to the park to ride on rocking toys, swings, and small slides. You may want to hold your toddler in your lap on the swing and on the slide at first.



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JOL 1B0

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Pretend play becomes even more fun at this age. Encourage your toddler to have a doll or stuffed toy do what he or she does—walk, go to bed, dance, eat, and jump. Include the doll in daily activities or games.



Sing action songs together such as “Ring Around the Rosey,” “Itsy-Bitsy Spider,” and “This Is The Way We Wash Our Hands.” Do actions together. Move with the rhythm. Wait for your toddler to anticipate the action.



Make instant pudding together. Let your toddler “help” by dumping pudding, pouring milk, and stirring. The results are good to eat or can be used for finger painting.



Place your
child's picture
here

Put favorite toys in a laundry basket slightly out of reach of your toddler or in a clear container with a tight lid. Wait for your toddler to request the objects, giving him or her a reason to communicate. Respond to his or her requests.



Use boxes or buckets for your toddler to throw bean bags or balls into. Practice overhand release of the ball or bean bag.



Your toddler may become interested in “art activities.” Use large non-toxic crayons and a large pad of paper. Felt-tip markers are more exciting with their bright colors. Let your toddler scribble his or her own picture as you make one.



Well done more activities →

AGES & STAGES QUESTIONNAIRES (ASQ)

ACTIVITIES FOR INFANTS 16 - 20 MONTHS OLD

A favorite pull toy often is a small wagon or an old purse for collecting things. Your toddler can practice putting objects in and out of it. It can also be used to store favorite items.



Make a picture book by putting common, simple pictures cut from magazines into a photo album.

Your toddler will enjoy photos of him or herself and family members. Pictures of pets are favorites, too.



Toddlers are interested in playing with balls. Use a beach ball to roll, throw, and kick.



Play the "What's that?" game by pointing to clothing, toys, body parts, objects, or pictures and asking your toddler to name them. If your toddler doesn't respond, name it for him or her and encourage imitation of the words.

T-shirt



pants



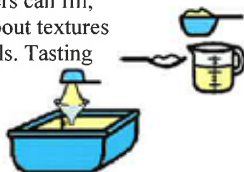
shoes



socks



Fill a plastic tub with cornmeal or oatmeal. Put in kitchen spoons, strainer, measuring cups, funnels, or plastic containers, toddlers can fill, dump, pour, and learn about textures and use of objects as tools. Tasting won't be harmful.



Toddlers will begin putting objects together. Simple puzzles (separate pieces) with knobs are great. Putting keys into locks and letters into mailbox slots is fun, too.

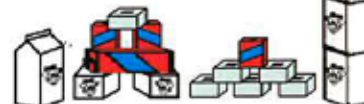
Get two containers (coffee cups or cereal bowls) that look the same and a small toy. Hide the toy under one container while your toddler watches. Ask him or her, "Where did it go?" Eventually you can play the "old shell game."



Help your toddler sort objects into piles. He or she can help you sort laundry (put socks in one pile and shirts in another). Play "clean up" games. Have your toddler put toys on specified shelves or boxes.



Save milk cartons, Jell-O boxes, or pudding boxes. Your toddler can stack them to make towers. You can also stuff grocery bags with newspapers and tape them shut to make big blocks.



Lay out your toddler's clothes on the bed before dressing. Ask him or her to give you a shirt, pants, shoes, and socks. This is an easy way to learn the names of common items.





Appendix H

ASQ CULTURAL ADAPTATION/IMPLEMENTATION CHECKLIST

Have you...?

- ☐ Engaged the Broader Community
- ☐ Provided Information to Families
- ☐ Provided Service Worker Training
- ☐ Adapted How the ASQ Looks
- ☐ Reviewed ASQ Items
- ☐ Reviewed ASQ Implementation Directions
- ☐ Identified Items Without Cultural Community Relevance
- ☐ Added Questions of Community Importance
- ☐ Adapted ASQ Activity Sheets
- ☐ Other



For additional information or copies of this document, please contact:

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