

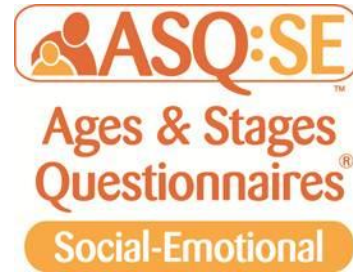
Communicating Results with Families

Preparing for communicating with families

- ❖ Role-play conversation with a peer or supervisor if needed.
- ❖ Make notes about the child / family strengths and any challenges the child is having (through ASQ-3, ASQ:SE, and objective observations).
- ❖ Note what information you need to gather from the family (e.g., health history).
- ❖ Request a time to talk with the family, including important family members who know and care for the child.
- ❖ Consider culture or language differences.
- ❖ Know your community resources and follow-up options

Expressing your concerns

- ❖ Make the setting as private and comfortable as possible.
- ❖ Assure the family that the discussion is confidential.
- ❖ Remind the family about the purpose of screening.
- ❖ Avoid terms such as *test* or *fail*.
- ❖ Review the questionnaire.
- ❖ Emphasize the child's strengths.
- ❖ Provide specific, nonjudgmental examples of your concerns.
- ❖ Explain cutoffs and the child's scores
- ❖ Be open to the family's ideas and viewpoints.
- ❖ Discuss information that may have affected the child's scores (e.g., health history, risk factors, lack of opportunity, cultural bias).
- ❖ Be empathetic and compassionate.
- ❖ Discuss parental concerns.
- ❖ If parents are willing, provide information about community resources and referral options



- ❖ Provide fun ideas for practicing developmental skills by using the ASQ Learning Activities or Intervention Activities
- ❖ Remember that you are there to help the family take the next steps.