



ASQ AROUND THE WORLD
An Invitational Symposium of International ASQ Researchers

AGENDA (as of July 7, 2014)

DESIRED OUTCOMES

- ✓ Identify suggestions and solutions for adaptation/translation of ASQ products cross-culturally
- ✓ Share recommendations for handling issues and barriers to introducing developmental-behavioral screening cross-culturally
- ✓ Build a glossary around screening and related activities to enhance global communication
- ✓ Generate documentation of meeting discussions, findings, and guidance for future work associated with ASQ-3 and ASQ:SE
- ✓ Consider options for ongoing communication including:
 - developing a newsletter, print or electronic
 - maintaining a forum for sharing research findings
 - reassembling on a periodic basis

Thursday, September 4, 2014

8:00 a.m. – 8:45 a.m. Complimentary continental breakfast and opportunity to meet attendees

8:45 a.m. – 9:30 a.m. **Welcome and Introduction**

8:45 – 9:00 **Melissa Behm:** Welcome/Logistics for the Two Days

9:00 – 9:30 **Diane Bricker:** Welcome/Introduction—The Development of ASQ's Worldwide Scope: A Brief History of ASQ, Overview of Meeting Content, and Desired Outcomes

9:30 a.m. – 12:15 p.m. Morning Sessions

ASQ-3 and ASQ:SE: Recognizing and Addressing Issues and Barriers, Making Modifications and Accommodations for Cross-Cultural Use and Adaptations

9:30 – 10:30 **Jane Squires**

Topic: **The Worldwide ASQ: Adapting and Accommodating ASQ for Use in Different Cultures, An Overview of Challenges—Systems Change, Implementation Science, and Related Considerations**

10:30 – 10:45 **BREAK** Coffee, tea, and other refreshments

Translating ASQ-3 and/or ASQ:SE for Use in Different Countries: Making Cultural and Linguistic Adaptations

10:45 – 11:15 **Anita D’Aprano** Australia (Australian Aboriginal—Yolngu and Aranda)

Topic: **The Cross-Cultural Adaptation of the ASQ-3: Is It Appropriate for Use in an Australian Aboriginal Population?**

A key challenge to providing quality developmental care in primary health care (PHC) centres in linguistically and culturally diverse Australian Aboriginal communities has been the absence of culturally appropriate developmental screening tools. Presented will be findings of a qualitative study conducted in the remote Australian Aboriginal context that aimed to: 1) adapt ASQ-3 as a developmental screening tool for use with remote dwelling Australian Aboriginal children, and 2) investigate its cultural appropriateness and its feasibility for use in this context.

11:15 – 11:45 **Khaled Alkherainej** Kuwait (Arabic)

Topic: **The Use of ASQ-3 in Kuwait**

ASQ-3 has been translated into Arabic and has been administered to Kuwaiti children. This presentation will cover the findings on the ASQ-3 Arabic version and parents’ opinions of its items.

11:45 – 12:15 **Elizabeth Twombly and Jantina Clifford** United States (Vietnamese)

Topic: **Development of Vietnamese Translations of ASQ-3 and ASQ:SE**

Two ASQ authors have worked in Vietnam and in the United States to translate and adapt the ASQ-3 and ASQ:SE questionnaires for use in both Vietnam and the United States. This presentation will discuss the process for validating the translation and the cultural realities that needed to be addressed in making adaptations.

12:15 p.m. – 1:45 p.m. **Group lunch**, with networking tables

(You will be invited to join a table to network with other attendees who share an interest in the common topic identified for the table)

1:45 p.m. – 5:15 p.m. Afternoon Sessions

1:45 – 2:30 **PANEL DISCUSSION and AUDIENCE Q&A**

Topic: **Translating and Adapting ASQ-3 and ASQ:SE**

Catherine Wright United States (Hmong, Somali, Spanish)

Prasong Saihong Thailand (Thai)

Ching-I Chen Taiwan (Traditional Chinese)

Joined by **morning speakers Anita D’Aprano, Khaled Alkherainej, Elizabeth Twombly, and Jantina Clifford**

Initiating and Scaling Developmental-Behavioral Screening Systems

2:30–3:15 **Xiaoyan Bian** China (Chinese)

Topic: **Scaling Up and Building Screening Systems in China**

The presentation includes the process of adaptation, translation and back-translation of ASQ. Pilot research included more than 8,000 children, ages 3–66 months, in Shanghai city. Afterward, further research nationwide with more than 4,000 children helped establish norms for the Chinese ASQ. The cultural adaptation and normalization of the ASQ as well as the implementation in China’s Child Care System will be discussed.

3:15 – 3:30 **BREAK** Coffee, tea, and other refreshments

3:30–4:00 **Alberto Filgueiras** Brazil (Portuguese)

Topic: **Challenges for Early Childhood Assessment in Rio de Janeiro: The Brazilian-Adapted Version of the ASQ**

The ASQ-3 was initially translated and cross-culturally adapted to Brazilian Portuguese in 2009. In the same year, the Pontifical Catholic University of Rio de Janeiro used the Brazilian-adapted version of the ASQ to assess its

psychometric properties in a sample of children attending public child day care centers in Rio de Janeiro. Several challenges were posed during this study because public authorities and educationalists had several disagreements regarding how to use the instrument due to their own political beliefs. This presentation discusses those disagreements in light of evidence-based and philosophical approaches to early childhood development.

4:00 – 4:30 Hollie Hix-Small Georgian, Arabic, and other Eurasian languages

Topic: Developing National Early Childhood/Early Intervention Systems in Eastern Europe/Eurasia

This presentation will discuss Eurasia's need for a technically sound screening tool such as ASQ-3 and how the adaptation/translation and research on the tool fits within the development of national early childhood/early intervention systems and services in the region. Georgia will be used as a specific example.

4:30 – 5:15 PANEL DISCUSSION and AUDIENCE Q&A

Topic: Initiating and Scaling Up Systems

Alise Paillard United States

Nina Madsen Sjøe Denmark (Danish)

Luisa Schonhaut Chile (Spanish)

Robert Nickel United States

Joined by **afternoon speakers Xiaoyan Bian, Alberto Filgueiras, and Hollie Hix-Small**

6:00 p.m. – 7:30 p.m. Research Presentations (Poster Session) and Social Gathering

(Poster presentations are listed in alphabetical order by presenter last name.)

Poster #1 Ching-I Chen Taiwan (Traditional Chinese)

Topic: Examining the Cultural Differences between English and Traditional Chinese Translations of a Developmental Monitoring Tool

The cultural differences reflected in the English and the Traditional Chinese translations of the Ages & Stages Questionnaires:Inventory, a parent-completed developmental monitoring tool, were examined at item and domain levels. Item response theory modeling and a one-way analysis of covariance were applied to detect differences. Bilingual experts were also invited to review items to determine whether any discrepancies were due to linguistic or cultural differences. Results indicated that the majority of the items functioned invariantly between the two versions, and Taiwanese children scored significantly higher than U.S. children in problem solving and personal-social domains. Implications will be discussed.

Poster #2 Jantina Clifford United States

Topic: The Ages & Stages Questionnaires: Inventory (ASQ:I)

This presentation will review development of the existing pilot version of the ASQ:Inventory, a tool for practitioners (e.g., child care providers, early childhood educators, and home visitors) to 1) screen children's development and identify children who may be in need of further evaluation, 2) identify and develop individualized and group learning goals, and 3) link items with easy-to-implement and culturally flexible suggestions for learning activities. New work is underway to refine the ASQ:Inventory protocol (i.e., formatting and item-level modifications) and to more widely pilot the ASQ:I.

Poster #3 Alberto Filgueiras Brazil (Portuguese)

Topic: Inter-temporal Stability of the ASQ-BR using the Teacher's Responses

The brief study presented in this poster tested the inter-temporal reliability of the ASQ-BR using the teacher's responses in a public day care center sample in Rio de Janeiro, Brazil. The time window between assessments was 15 days, and the child had to stay within the same age interval established by the ASQ-3 questionnaires. Correlations were moderate to high, ranging from 0.62 to 0.92. These results suggest that the ASQ-BR is indeed a temporally stable measure, even assuming a child's development within the same time window.

Poster #4 Kay Heo Korea (Korean)

Topic: A Study of Developing a 6-Year-Old Version of the Korean Ages & Stages Questionnaires (K-ASQ)

The K-ASQ has successfully screened possible developmental problems through the Korean National Health Promotion System for ages birth to five. However, even though the Korean education system includes all ages from

birth to six, 6-year-old children are excluded in the national screening system. One factor is due to no existing instrument questionnaire for the age. The purpose of the study is to develop culturally appropriate 6-year-old K-ASQ items. A total of 889 caregivers of young children from 67 to 78 months are included. Results provide the final items for the five domains and the item developing process. Additionally, descriptive statistics are provided for the final items. The study contributes to building a comprehensive screening system for all young children from birth to six.

Poster #5 Avril Nash Britain (British English)

Topic: **Adapting and Evaluating the ASQ-3 for Use in Britain**

This poster will review some of the research underway to complete a broad evaluation of the ASQ-3, with both parents and professionals, for use of the ASQ with children in the 2 to 2 ½ year age range. Information is included on the process of creating the British English/cultural translation and developing an e-learning programme to inform professionals about its use within the English child health and development review.

Poster #6 Alise Paillard United States (American English)

Topic: **Universal Developmental Screening Implementation within a System of Drop-In Child Care Centers**

A tiered system of administration approaches and outcomes designed to promote universal access to screening for all families attending drop-in child care centers within a county in the United States is presented. Centers provide support, programs, and classes to expectant parents and families with children birth to five. A screening administration protocol in three tiered contexts is described: Registration, Class Promotion, and Developmental Playgroups. Preliminary descriptive outcomes and issues to consider for further piloting across centers are discussed.

Poster #7 Maria Pomés Chile (Spanish)

Topic: **Psychometric Examination of the Spanish Translation**

The purpose of this poster is to present a study on the evaluation of how scores of children on the 9, 18, and 30 month intervals of the Spanish translation used by Latino families in the United States and Chile differed from scores of the English version of the ASQ-3. Item characteristics across versions will be presented. Findings indicated that most of the ASQ-3 items were productive and presented an adequate hierarchy difficulty for order of items. Implications for practice and research will be discussed, supporting cross-cultural studies on effective screening and monitoring systems in a context of cultural and linguistic diversity.

Poster #8 Maiken Pontoppidan Denmark (Danish)

Topic: **A Randomized Control Trial Study of Parent Intervention Using the Danish Version of the ASQ:SE as an Outcome Measure**

This poster will review a randomized control trial study using the translated Danish version ASQ:SE as an outcome measure to look at parent intervention. Also reported is a systematic review of other assessment instruments to measure birth–3-year-old children’s social-emotional development.

Poster #9 Prasong Saihong and Sirirat Ularntinon Thailand (Thai)

Topic: **A Translation and Adaptation of ASQ-3 for Thailand**

This poster will describe the process of translating and adapting ASQ-3 for the Thai population. Cross-cultural considerations and decisions for system implementation will be described.

Poster #10 Luisa Schonhaut Chile (Spanish)

Topic: **Do Parents Overestimate Child Development? Interrater Reliability in Normal and Down Syndrome Infants**

During the ASQ validation process in Chile, a quantitative and qualitative analysis was conducted in order to measure if parents overestimate child developmental status. In the qualitative analysis, health providers expressed concern regarding ASQ accuracy in the identification of children at risk of developmental delay. Nevertheless, when an interrater analysis was conducted, comparing parents’ and health providers’ scores, parents’ scores were detected to be slightly higher than health providers’ scores, especially for Down syndrome infants, but the differences did not affect the accuracy in developmental delay detection. Good correlation was found in both groups.

Poster #11 Nina Madsen Sjøe Denmark (Danish)

Topic: SEAM as an Outcome Measure in Danish Child Care Setting

A Danish version of the SEAM will be used as an outcome measure for a two-year low intensity intervention study for 9,200 children in Danish child care setting ages birth–6½ years old. The presentation will describe the adaptation process of SEAM to a Danish setting including cognitive interviews with 22 teachers and pilot testing on 500 children. In addition the attempts to make the instrument sensitive to change in the typical developing 0–6½-year-old will be described, e.g., development or rearrangement of more advanced items in each age-level as well as the upper end of the age span.

Poster #12 Benjaporn Srinithiwat Thailand (Thai)

Topic: Concurrent Validity of the Ages & Stages Questionnaires, Third Edition, Thai-version (ASQ-3 Thai) with the Denver Developmental Screening Test II (DDST-II) in Developmental Screening of 18, 24, and 30 Month Old Children at Queen Sirikit National Institute of Child Health

Children at the ages of 18, 24, and 30 months ($n = 120$) were developmentally assessed by the DDST-II performed by a developmental pediatrician. Parents of the enrolled children completed their toddler's age-specific version of the ASQ-3 Thai questionnaire. Concurrent validity of the ASQ-3 Thai with DDST-II was determined. Kappa analysis was used to calculate agreement between the tools. A fair to moderate agreement was found between the ASQ-3 Thai and the DDST-II. Sensitivity at the age of 18, 24, and 30 months was 66.7%, 88.2%, and 54.5%, respectively, and specificity was 78.6%, 71.4% and 90.9%, respectively.

Poster #13 Anneloes van Baar The Netherlands (Dutch)

Topic: Sensitivity and Specificity of the ASQ and the Bayley-III in The Netherlands

For almost 1,200 children 2–42 months old, the Dutch translation of the ASQ-3 was answered by the mothers. The children were examined with the Bayley-III-NL. Two cohorts were composed: one for 2–16 months old and one for 18–42 months old. A total score for an ASQ-3 result lower than one standard deviation below the mean was compared to a Bayley-III-NL score lower than two standard deviations below the mean. For the youngest cohort, sensitivity was 32.4 and specificity was 75.8; for the oldest cohort, sensitivity was 69.2 and specificity was 92.6.

Poster #14 Misti Waddell United States

Topic: Development of the Environmental Screening Questionnaire

This poster discusses the Environmental Screening Questionnaire (ESQ), a complementary tool to the ASQ for screening of the home environment. The ESQ was designed to identify risk and protective factors in a child's environment that might affect a parent or other caregiver's ability to support his or her child's social-emotional development.

Poster #15 Xiaoyan Wang and Haiqing Xu China (Chinese)

Topic: Studies of the Characteristics of Ages & Stages Questionnaires in Infants and Young Children of One City

To explore the characteristics of the Ages & Stages Questionnaires in infants and young children of one city, 1,253 infants and young children between the ages of 1 and 66 months were the research subjects in this study to complete the ASQ-C questionnaire. Starting from 34 months, in their communication ability, fine motor skills, problem-solving ability, and total scores, infants in rural areas were significantly lower than urban infants and young children. Differences were also found to exist among infants and young children of different sexes in terms of their abilities at the different months. A focus on infants and young children in rural areas in their communication ability, fine motor skills, and problem-solving ability, as well as ability of infants and young children under different gender development, merits further discussion.

Poster #16 Catherine Wright United States (Hmong and Somali)

Topic: Adapting the ASQ-3 and ASQ:SE for Use with Oral Tradition Communities

This poster reviews work to translate and adapt the ASQ-3 and ASQ:SE to oral tradition communities (Hmong and Somali). Working with Jane Squires and Patient Tools, audio versions of the ASQ-3 and ASQ:SE in English, Hmong, Somali, and Spanish were created and modifications to the scoring as a part of cultural adaptation were tested.

(Dinner on your own, or sign up for group outings to various restaurants of different cuisines—details upon arrival)

Friday, September 5, 2014

8:00 a.m. – 8:30 a.m. Complimentary continental breakfast

8:30 a.m. – 12:00 p.m. Morning Sessions

8:30 – 9:00 **Diane Bricker or Jane Squires** Day 2 Orientation
Recap of Day 1 and objectives for Day 2.

Developing Appropriate Norms with Different Populations and Other Studies

9:00 – 9:30 **Sónia Lopes, Ana Serrano, and Salete Teixeira** Portugal (Portuguese)
Topic: **Portuguese Version of the Ages & Stages Questionnaires**
The results of the validation/standardization of the ASQ-3 for the Portuguese population will be presented.

9:30 – 10:00 **Harris Huberman and Rahil Briggs** United States (Kreyol)
Topic: **Measuring DD Prevalence in Low- and Middle-Income (LAMI) Countries – The Experience in Haiti**
This presentation will report on the preliminary stage of a prevalence study of developmental disorders (DD) in northern Haiti utilizing the ASQ and other instruments. Discussed will be the process of translation of the ASQ, ethical issues, community sampling approaches, and project implementation in the framework of UNICEF and other recommended approaches.

10:00 – 10:30 **Carmen Dionne** Quebec, Canada (French)
Topic: **Preparing ASQ-3 and ASQ:SE Adaptations for French-Speaking Canada**
This presentation will focus on the process of translating and adapting the ASQ-3 and ASQ:SE for diverse users and undertaking data collection and analysis to refine norms for the local population.

10:30 – 10:45 **BREAK** Coffee, tea, and other refreshments

10:45 – 11:30 **PANEL DISCUSSION and AUDIENCE Q&A**
Topic: **Norming and Other Studies in Different Countries**
Maiken Pontoppidan Denmark (Danish)
Kay Heo Korea (Korean, including development of 6-year-old ASQ interval)
Sufang Guo China (Chinese)
Joined by morning speakers **Sónia Lopes, Ana Serrano, Salete Teixeira, Harris Huberman, and Carmen Dionne**

11:30 – 12:00 **Jane Squires and Diane Bricker**
Topic: **A Global ASQ?**
Jane Squires and Diane Bricker will lead the group in a discussion of the potential format for and uses of a “simplified” set of ASQ intervals for applications around the world.

12:00 p.m. – 1:30 p.m. **Group lunch**, with networking tables and topic leader

1:30 p.m.–3:15 p.m. Workgroup Session

1:30–1:45 **Diane Bricker**
Diane Bricker will introduce plans for this workgroup session. After the introduction, attendees will be organized into small groups to discuss what they believe to be the major challenges associated with cross-cultural screening

and what they believe to be the most appropriate solutions. Groups will also be asked to address the value of the meeting and interest in future gatherings. Groups will be asked to present their recommendations to the larger group. The goal will be a document that can be disseminated to participants and other interested parties.

1:45–2:45 Small group breakout sessions

2:45–3:15 Diane Bricker and Jane Squires (moderators)

The small groups will report back to the whole on their identification of challenges, recommendations for solutions, and possibilities for future work.

3:15 p.m.–3:30 p.m. BREAK Coffee, tea, and other refreshments

3:30 p.m.–4:15 p.m. Wrap-Up Discussion

3:30 –4:15 Jane Squires

Topic: **The Research Ahead and Next Products**

This session will be moderated by Jane Squires to lead the group in examining the range of research needs and priorities, recommendations to enhance translation/adaptation of ASQ and ASQ:SE, and next editions. Information will be provided on the forthcoming second edition of the *Ages & Stages Questionnaires: Social-Emotional*.

4:15 – 4:30 The ASQ International Symposium Development Team

Topic: **Conclusion**

Brookes representatives Melissa Behm, Heather Shrestha, Heather Lengyel, and Carolyn Burke will join the ASQ developers in drawing this first international ASQ symposium to a close.

(If you are staying overnight on Friday, sign up for a group outing or enjoy dinner on your own)

Symposium Display

Tables will be available to display copies of translations and other ASQ products throughout the symposium. Please bring samples with you for other attendees to see. The ASQ products published by Brookes will also be on display.