

Evaluating and Adapting the ASQ-3™* for use in England

Introducing the ASQ-3™ to the health and development review for 2-2½ year-old children

1 The CHEER project : evaluating the acceptability of the ASQ-3™

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Background and aims

The Department of Health (DH) in England is introducing the ASQ-3™ as an assessment tool that will be incorporated into the Healthy Child Programme health and development review for 2-2½ year old children (2 year review) and will generate data for a population measure of child development at this age. The DH sought information, through independent research, on how acceptable the ASQ-3™ is to parents and health professionals (HP).

The aims of the study were to gather data from parents and HPs and evaluate the acceptability, ease of use and comprehensibility of the ASQ-3™ in order to inform its widespread use.

Methods and Sample

Four areas, known to be using the ASQ-3™ and reflecting different geographic and socio-demographic characteristics, were selected to take part in the study. The majority of health professionals taking part were health visitors; others included community nursery nurses and staff nurses

- **153 parents** of children who had already had their 2 year review and **126 health professionals** completed survey questionnaires about their experiences.
- Focus groups with **health professionals (n = 85)**, face-to-face interviews with **parents (n = 40)** and **observation of two year reviews (n = 12)** provided more in-depth qualitative data.

Findings

- Parents and HPs welcomed a measure that provides useful information about a child's development.
- The ASQ-3™ was seen as providing consistency in assessing development.
- Parents enjoyed the opportunity to interact with their children and to learn something new about them.
- Both parents and professionals welcomed the opportunity to work in partnership.
- There was wide variation in how the ASQ-3™ was incorporated into the 2 year review - this was often associated with a lack of training, or training that was inconsistent across areas.
- There was some negativity from parents and professionals around the use of American-English, cultural factors and specific questions.

Outcomes

Support for the measure was tempered by the need to address specific issues. Two major issues have now been addressed:

- providing comprehensive and consistent training in understanding how to use the ASQ-3™ as part of the 2 year review
- cultural adaptation to British English.

This is an independent report commissioned and funded by the Policy Research Programme in the Department of Health. The views expressed are not necessarily those of the Department.

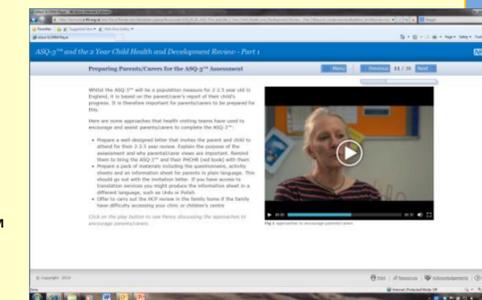
3 The E-learning programme

S Kendall^(b) & A Nash^(b)

At the University of Hertfordshire we have created an e-learning package in conjunction with e-Learning for Healthcare. This will provide health professionals with consistent training and increase their understanding of how to use and incorporate the ASQ-3™ into the 2 year review.

The two-part programme has addressed issues that arose in the research and incorporates video clips of 2 year reviews.

- what is the ASQ-3™
- which ASQ-3™ questionnaire to use
- the population measure
- how to use it
- Incorporating the ASQ-3™ into the review



- Distributing the ASQ-3™ and preparing parents
- scoring the ASQ-3™
- the summary sheet
- understanding what the scores mean
- working in partnership with parents

- interpreting scores for parents
- the overall section
- managing difficult scores.
- using the ASQ-3™ for the first time.



The e-learning programme was commissioned by Health Education North Central and East London working with the DH.

2 Behavior – behaviour! - developing a British English version of the ASQ-3™

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A British-English version of the ASQ-3™ is being produced in collaboration with the publishers, Paul H Brookes Publishing Co.,

In addition to translated words and phrases (see examples), the British-English version of the ASQ-3™ includes a revised, simplified, front cover which will provide parents in England with a clear understanding of the responses they can give.

'dump out the Cheerio'

'tip out the raisin'

'When playing with either a stuffed animal or a doll, does your child pretend to rock it, feed it, change its diapers, put it to bed and so forth.'

'When playing with a favourite soft toy or doll, does your child cuddle it, pretend to feed it, put it to bed, etc.'

'little wagon, stroller'

'little truck, doll's buggy'

References & Acknowledgements

*Ages & Stages Questionnaires®, Third Edition (ASQ-3™), Squires & Bricker© 2009-2015 Paul H Brookes Publishing Co.

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¹ Research: University College London & University of Hertfordshire Commissioned by DH as part of the Policy Research Programme.
² Translation: University of Hertfordshire & Paul H Brookes Publishing Co Commissioned by the DH.
³ E-learning: University of Hertfordshire & E-learning for Healthcare Commissioned by Health Education North Central and East London working with the DH.

With thanks to: Penny Crouzet (DH), Sue Hatton (HEE), Sonali Gupta (ELFH), Penny Cox and Nicky Taylor (Oxford Health NHS Foundation Trust) and all the HPs and parents who took part in the research and filming.