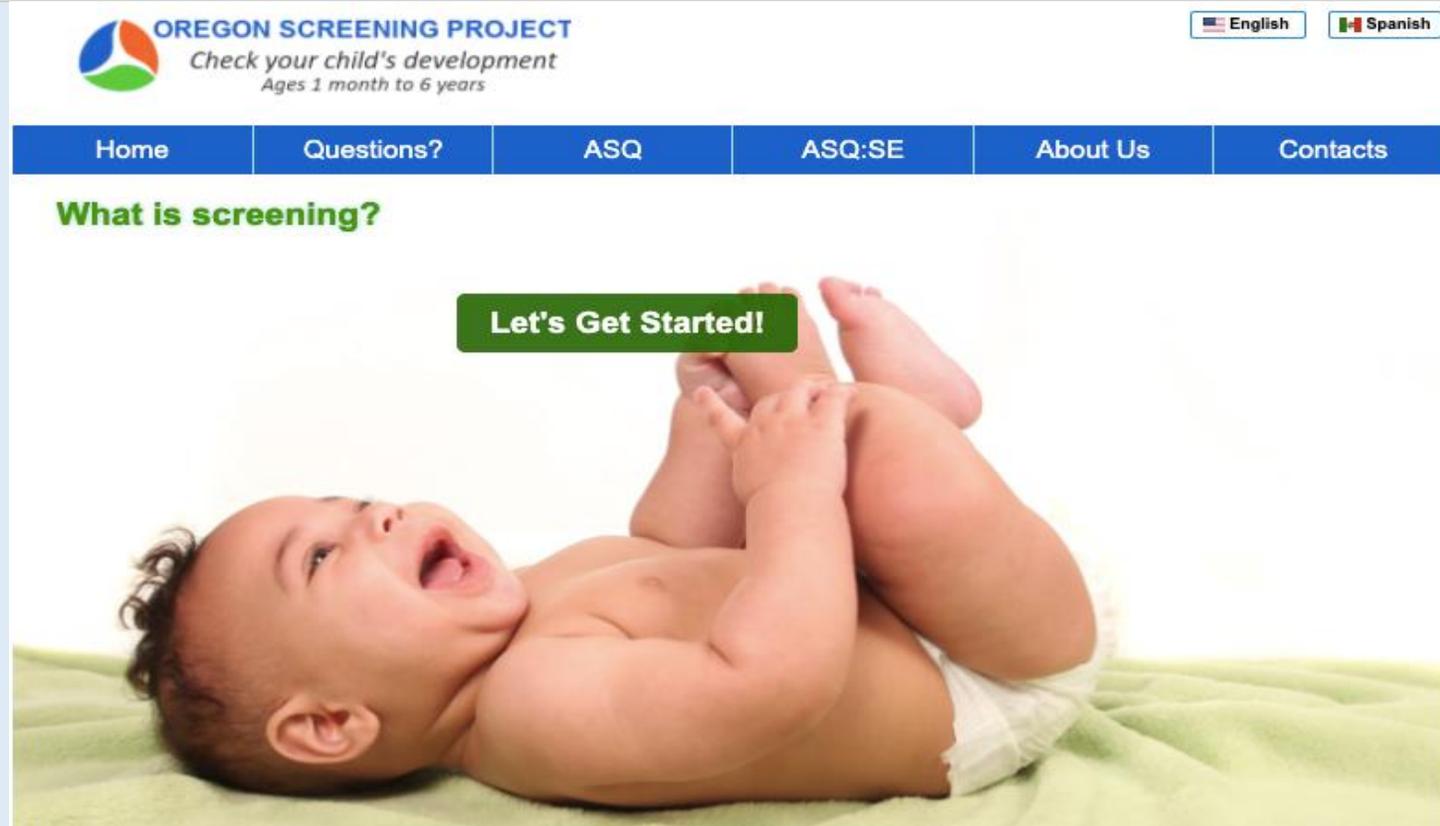


# Oregon Screening Project

*Increasing Opportunities for Early Developmental Screening in Oregon*



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Funded by Oregon Dept of Education  
and Center on Human Development, University of Oregon

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# Oregon Screening Project - Overview

- Purpose of the site
- Quick facts / Who uses the site
- Overview of public pages
- Preview of interactive Session
- Sample Results and parent support materials



# What is Oregon Screening Project?

Free, easy, confidential online access to early developmental screening

**Purpose** - enhance Child Find opportunities in Oregon.

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- **Opportunity** for developmental screening - all families
- **Catch kids early** - identify those at risk for delay
- **Support Parents** to take next steps / parent education
- **Promote awareness** – EI/ECSE Services and Health care referrals
- **Provide Follow Up** – Community and other resources



# Oregon Screening Project

## Unique in Oregon

### Goal – develop a parent-driven service

- Provide Oregon families with opportunity to self screen in a confidential, free, online system, at will.
- Support parents to take the lead in checking their child's development.
- Give parents/caregivers the tools to learn about what's expected, and
- Contacts to follow up if there are concerns



# Oregon Screening Project 2008 - present

## The Basics:

- Developed and operated by Early Intervention Program, UO
- ASQ-3 and ASQ:SE-2 available in interactive, online session
- Website fully available in English and Spanish
- Database resides on UO server / only de identified data
- Some EI/ECSE and Help Me Grow partners monitor at-risk entries in WA, Clackamas, Multnomah, Columbia Lane, counties
- OSP project coordinator monitors all other counties



# OSP site - How Does it Work?

- **Parent driven**-- free easy to use, confidential
- **Interactive**— automated results available to all
- **Results Letter**-- help parents decide and take Next Steps
- **Personal follow up** --for parent concerns or at-risk results
- **Parent resources** and EI/ECSE contacts delivered directly to users



# Who uses the site

**Parents seek information about early development**

Oregon participants

83 % parent completed

11% teacher/ccp completed

52% are mid income or above

50% have college education

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# Oregon Screening Project 2010 - present

## Quick facts: 2010 - 2022

25,300 / 52% - Birth to 3yrs

23,353 / 48% - Three to 5 yrs

48,653 Completed ASQ to date

## Results

| ASQ          | 1 or more areas | 2 or more areas |
|--------------|-----------------|-----------------|
| above cutoff | 67%             |                 |
| below cutoff | <b>33%</b>      | <b>19%</b>      |
| Total        | 100%            | 100%            |



## What is screening?

Lets Get Started!



### HOW IS YOUR CHILD DOING?

Use this free online site to check early development



### PARENT RESOURCES

Explore research-based parenting tips  
**Resources for Stressful Times**



### PROVIDERS' TOOLKIT

Engage families in your screening program  
**Use the ASQ Review Guide!**



### WEBINARS

Training videos for parents and providers  
**New! - Strengthening Social Emotional Health**



### COMMUNITY RESOURCES

Connect with local parenting and family supports



### WHAT OREGON IS DOING FOR YOU

Oregon Health Authority link, learn about more resources.

# Overview – information pages

## Home page

Top Blue Menu bar –pages with basic information about screening, ASQ, ASQSE, and EI/ECSE Contacts list

## Parent and Provider resources

See Icons below the baby photo -links to resources for parents and providers.

# Overview – information pages

## What is Screening?

Brief description –  
purpose, steps, what to do  
after screening when  
there are concerns for early  
development

Support materials in right  
margin

Can start the online session  
from this page

**OREGON SCREENING PROJECT**  
Check your child's development  
Ages 1 month to 6 years

English Spanish

Home Questions? ASQ ASQ:SE About Us Contacts

### Questions?

[What is Screening?](#) ▾

Screening is a fast and fun way to:

- Make sure a child's development is on track
- Learn about what's coming next in a child's development
- Catch concerns early when follow-up and support can make a difference.

[What should I do after screening?](#) ➤

[Who to call if I have concerns?](#) ➤

*A child's early years lay the foundation for all that is to come.*

**Start the ASQ**

[Preview \(PDF\)](#)

[Play Activities \(opens new window\)](#)

[Behavior Guides \(opens new window\)](#)

[ASQ Materials \(PDF\)](#)

[Next Steps \(PDF\)](#)

[ASQ Info Site \(opens new window\)](#)

[Why Screen?](#)

[Feeling Stressed?](#)

### From parents . . .

*"The online questionnaire was great. Both of my boys were progressing typically, and it allowed me to see the types of things that they should be doing and what is important for us to work on."*

# Overview – information pages

## About OSP

Brief description – and  
purpose.

## Links to Flyer

in English and Spanish.  
Share flyers to your  
networks, in newsletters,  
as handouts.



English

|      |            |     |        |          |     |
|------|------------|-----|--------|----------|-----|
| Home | Questions? | ASQ | ASQ:SE | About Us | Con |
|------|------------|-----|--------|----------|-----|

## About the Oregon Screening Project

The Oregon Screening Project (formerly asqoregon.com) was created and is operated by the Early Intervention Program at the University of Oregon with support from University Center for Excellence in Developmental Disabilities and the Oregon Department of Education.

This site was developed for parents to check their child's early development. Early screening and support help children enter Kindergarten ready to learn.



### Check out our Flyers!

Help others find this great resource. Flyer includes web address and brief description of the purpose and benefits to families.

## Working with a pediatrician . . .

*"The website is really helpful. It's great to know there are pediatricians excited to use the ASQ. My children's doctor photocopied their ASQ assessment to share with the rest of the doctors."*

|                                       |
|---------------------------------------|
| Start the ASQ                         |
| Preview (PDF)                         |
| Play Activities<br>(opens new window) |
| Behavior Guide<br>(opens new window)  |
| ASQ Materials (PDF)                   |
| Next Steps (PDF)                      |
| ASQ Info Sheet<br>(opens new window)  |
| Why Screen                            |
| Feeling Stress                        |

## Overview – information pages

---

### **OSP flyer**

Brief description – and  
purpose on flip side

**Available in English and  
Spanish.**

Use information in the flyer  
to help introduce  
The OSP site and  
developmental screening to  
parents/caregivers.



# Overview – information pages

---

## OSP flyer

Brief description and purpose.

QR code for quick access to the site.

**Available in English and Spanish.**

Use information in the flyer to help introduce The OSP site and developmental screening to parents/caregivers.

Answer questions about skills your child can do  
We'll let you know next steps

[osp.uoregon.edu](http://osp.uoregon.edu)

### What is Oregon Screening Project?

Free online questionnaire (ASQ) to check early development in ages birth to six

### Why Complete ASQ Online?

Find out if your child's development is on schedule

Take results to your well-child checkup

Share results with family and caregivers

Follow up with Next Steps and Learning Activities downloads

### Who Can Participate?

Parents  
Family  
Caregivers

### What Will I Recieve?

Confidential results by email or download

A copy of your child's questionnaire (ASQ)

Fun play and learning activities for your child's age

Parenting and Community resources and links



# Overview – information pages

## Contacts Who to Call

Complete list of EI/ECSE providers in Oregon by county.

Lists referral phone number and referral and informational pages of their websites.

### Oregon Providers by County

Start the ASQ

Each county in Oregon has a designated agency that parents can call if they have concerns about their child's development. To schedule a developmental check up, call the provider listed below for your county.

Do you have concerns? (PDF)

| County     | Phone  | Website   |
|------------|--|---|
| Baker      | 800.927.5847                                       | <a href="#">InterMountain Education Service District</a>                              |
| Benton     | 541.753.1202 ext 106<br>877.589.9751               | <a href="#">Early Intervention / Early Childhood Special Education</a>                |
| Clackamas  | 503.675.4097<br>Para Espanol 503.675.4181          | <a href="#">Early Childhood Education Services</a>                                    |
| Clatsop    | 503.338.3368                                       | <a href="#">Early Intervention / Early Childhood Special Education</a>                |
| Columbia   | 503.614.1446                                       | <a href="#">Early Intervention / Early Childhood Special Education</a>                |
| Coos       | 541.269.4524                                       | <a href="#">Early Intervention / Early Childhood Special Education</a>                |
| Crook      | 541.312.1947 (birth to 2)<br>541.312.1948 (3 to 5) | <a href="#">Early Intervention / Early Childhood Special Education About Services</a> |
| Curry      | 541.269.4524                                       | <a href="#">Early Intervention / Early Childhood Special Education</a>                |
| Deschutes  | 541.312.1947 (birth to 2)<br>541.312.1948 (3 to 5) | <a href="#">Early Intervention / Early Childhood Special Education About Services</a> |
| Douglas    | 541.440.4794                                       | <a href="#">Douglas Education Service District</a>                                    |
| Gillam     | 800.450.2732 ext 6                                 | <a href="#">North central services district</a>                                       |
| Grant      | 800.927.5847                                       | <a href="#">InterMountain Education Service District</a>                              |
| Harney     | 541.573.6461                                       | <a href="#">Harney County Early Intervention</a>                                      |
| Hood River | 541.386.4919                                       | <a href="#">Hood River School District EI ECSE Program</a>                            |
| Jackson    | 541.494.7800                                       | <a href="#">Douglas Education Service District</a>                                    |
| Jefferson  | 541.693.5740                                       | <a href="#">Early Intervention / Early Childhood Special Education About Services</a> |
| Josephine  | 541.956.2059                                       | <a href="#">Early Childhood Services</a>  |

## What is screening?

Lets Get Started!



**HOW IS YOUR CHILD DOING?**  
Use this free online site to check early development



**PARENT RESOURCES**  
Explore research-based parenting tips  
**Resources for Stressful Times**



**PROVIDERS' TOOLKIT**  
Engage families in your screening program  
**Use the ASQ Review Guide!**



**WEBINARS**  
Training videos for parents and providers  
**New! - Strengthening Social Emotional Health**



**COMMUNITY RESOURCES**  
Connect with local parenting and family supports



**WHAT OREGON IS DOING FOR YOU**  
Oregon Health Authority link, learn about more resources.

# Overview – information pages

## Home page

See **Provider Toolkit** and **Parent Resources** to support introducing screening and follow up

# Overview – information pages

## Provider Toolkit Handouts and Guidance

All basics to introduce  
screening and  
communicate results  
with parents/primary  
caregivers.

### Providers' Toolkit

#### Tools to support parents in the screening process

- [What You Need to Know](#) ▾
  - What is ASQ Oregon? (PDF)
  - Using This Site With Parents (PDF)
  - What is Screening? (PDF)
  - Early Learning Q/A (PDF)
  - Oregon Screening Project Flyer
- [Introduce Screening to Parents](#) >
- [Start Screening with Parents](#) >
- [Discuss & Follow Up](#) >
- [Resources](#) >
- [Links to Training Videos](#) >
- [Webinars - ASQ Review Guide](#) >
- [Virtual Screening Tools](#) >

- [Start the ASQ](#)
- [Preview \(PDF\)](#)
- [Play Activities](#)  
(opens new window)
- [Behavior Guides](#)  
(opens new window)
- [ASQ Materials \(PDF\)](#)
- [Next Steps \(PDF\)](#)
- [ASQ Info Site](#)  
(opens new window)
- [Why Screen?](#)
- [Feeling Stressed?](#)

# Preview

Oregon Screening Project makes early developmental screening easy and free for all Oregon families.

This site was developed for parents to use any time they want to check early development - no names required. Only the person completing the questionnaires receives their results.

Parent/primary caregiver can download/print or email results to share with teacher, caregiver of health care provider.

Teachers/childcare providers can support parents to use the site, then review results together to share information about a child's development.



**OREGON SCREENING PROJECT**  
Check your child's development  
Ages 1 month to 6 years

 English

 Spanish

Home

Questions?

ASQ

ASQ:SE

About Us

Contacts

## Welcome!

You can preview all steps to complete the questionnaires online by viewing these slides.

Notes in each slide describe each page.

Your comments, questions, feedback are welcome.

Oregon Screening Project  
Early Intervention Program  
University of Oregon  
[kamurphy@uoregon.edu](mailto:kamurphy@uoregon.edu)

# Preview

## Home page – Get Started

Click Get Started to enter the online session

### What is screening?

Lets Get Started!



**HOW IS YOUR CHILD DOING?**  
Use this free online site to check early development



**PARENT RESOURCES**  
Explore research-based parenting tips  
**Resources for Stressful Times**



**PROVIDERS' TOOLKIT**  
Engage families in your screening program  
**Use the ASQ Review Guide!**



**WEBINARS**  
Training videos for parents and providers  
**New! - Strengthening Social Emotional Health**



**COMMUNITY RESOURCES**  
Connect with local parenting and family supports



**WHAT OREGON IS DOING FOR YOU**  
Oregon Health Authority link, learn about more resources.

# Preview

## What will I have to do?

**Introduction and Overview**— this page follows Lets Get Started.

Continue...



**OREGON SCREENING PROJECT**  
*Check your child's development*  
*Ages 1 month to 6 years*

 English

 Spanish

Home

Questions?

ASQ

ASQ:SE

About Us

Contacts

### Check your child's early development

For children from 1 month to 6 years old.

Parents or childcare providers of young children can use this site at no cost. Two early childhood screening tools are available to help check a child's general and social emotional development.

### What do I need to do?

Parents or caregivers (with parent permission)

- Review and accept the information on the consent form
- Enter your child's birth date to get the correct questionnaire
- Complete one or two questionnaires

### What happens after I complete the questionnaire?

Access your child's screening results and Learning Activities

- Send your child's results to your email
- View/download results and handouts at the end of your session
- Contact us if you have questions or need more information

Continue

For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: [kmurphy@osp.uoregon.edu](mailto:kmurphy@osp.uoregon.edu)

The Oregon Screening Project is a research project at the Center on Human Development, University of Oregon.

# Preview

## Dear Parent

Describes the purpose of the website and how the session flows

Note to teachers and childcare providers



|      |            |     |        |          |          |
|------|------------|-----|--------|----------|----------|
| Home | Questions? | ASQ | ASQ:SE | About Us | Contacts |
|------|------------|-----|--------|----------|----------|

### Dear Parents,

This site is offered so parents can complete a free, confidential developmental screening for their child at any time. [Screening results](#), [Support Activities](#), a guide to [Next Steps](#), and a list of [Who To Contact](#) if there are concerns, are all available here.

Your session begins with the ASQ (general development), followed by an option to fill out the ASQ:SE (social emotional screening).

Note to teachers/childcare providers:

ASQ should be parent completed. Teachers can support parents to complete an ASQ as needed, and review results together with parent to learn or share information about a child's development.

[Continue](#)

## Preview

### Enter child's birthdate

to get the correct  
ASQ for a child's age.

Click Submit and  
Continue

The question about  
prematurity is  
needed to adjust  
child's age if a child is  
not yet 2years old.



**OREGON SCREENING PROJECT**  
*Check your child's development*  
*Ages 1 month to 6 years*

English Spanish

Home Questions? ASQ ASQ:SE About Us Contacts

### Enter your child's date of birth

Please fill out the following information (all fields are required).  
This information provides the right questionnaire for your child's age.

Child's Date of Birth

Confirm Child's Date of Birth

Was your child 3 or more weeks premature at birth?

Submit and Continue

For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: [kmurphy@osp.uoregon.edu](mailto:kmurphy@osp.uoregon.edu)

The Oregon Screening Project is a research project at the Center on Human Development, University of Oregon.

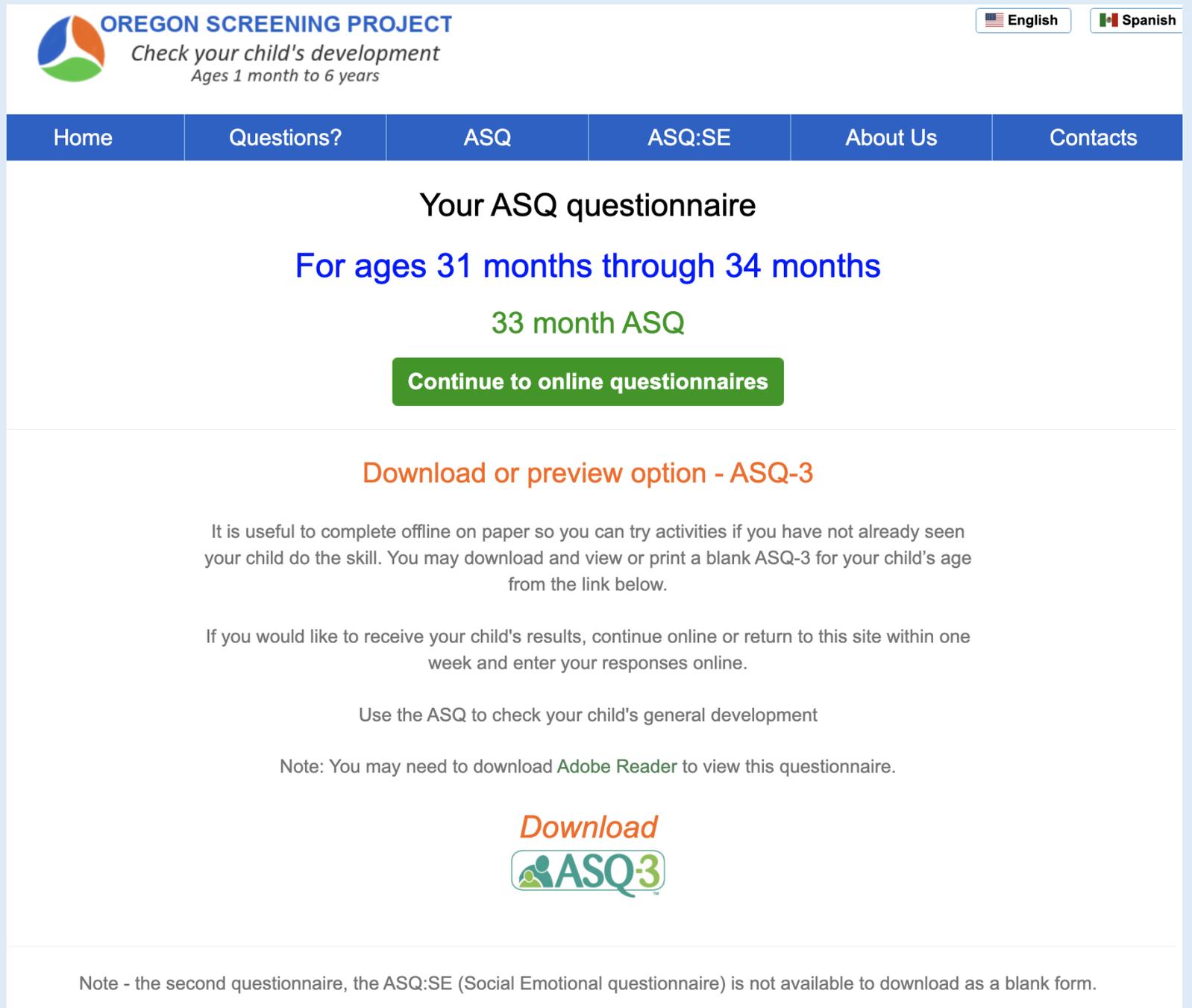
# Preview

**Continue to complete questionnaire online**

or

choose the option to download a blank questionnaire

You can complete a paper questionnaire at home, then return to [osp.uoregon.edu](http://osp.uoregon.edu) and enter your responses to get your results and learning activities.



**OREGON SCREENING PROJECT**  
Check your child's development  
Ages 1 month to 6 years

English Spanish

Home Questions? ASQ ASQ:SE About Us Contacts

Your ASQ questionnaire  
For ages 31 months through 34 months  
33 month ASQ

[Continue to online questionnaires](#)

**Download or preview option - ASQ-3**

It is useful to complete offline on paper so you can try activities if you have not already seen your child do the skill. You may download and view or print a blank ASQ-3 for your child's age from the link below.

If you would like to receive your child's results, continue online or return to this site within one week and enter your responses online.

Use the ASQ to check your child's general development

Note: You may need to download [Adobe Reader](#) to view this questionnaire.

[Download](#)  


Note - the second questionnaire, the ASQ:SE (Social Emotional questionnaire) is not available to download as a blank form.

# Preview

## Child and Family

**information** some basic information is needed to make sure we are reaching Oregon families

**No Personal names or addresses will be asked or required.**

“Don’t know” options are available for all required fields.



OREGON SCREENING PROJECT

Check your child's development  
Ages 1 month to 6 years

English

Spanish

Home

Questions?

ASQ

ASQ:SE

About Us

Contacts

## Child and Family Information

This information helps us learn if we are reaching all families.

Fields underlined in red or marked with an "\*" are required.

Child's Initials : \*

xyz

Child's Gender : \*

Other

Your relationship to the child ? \*

Other

Yearly Family Income : \*

Don't Know

5-digit Zipcode or 6-digit Postal Code : \*

97405

Does your child have a professionally diagnosed disability or developmental delay?

Don't know

**The following fields are optional and provide important information for continued funding support.**

Submit and Continue

# Preview

## Instructions – How to complete ASQ

Response options and each of the ASQ domains are explained

Includes important tips on observing skills and trying activities

Lists materials that may be needed to answer some of the ASQ questions

Providers can print this page as a simple parent-instructions handout.

*For ages 31 months through 34 months  
(33 month ASQ)*

Questionnaire 1 (of 2):

### How to Complete ASQ-4

- Try activities if you are not sure whether your child can do the skill.
- Show your child and let them practice if activities are new
- **TIPS**
  - ◆ Take a few days to finish. It is okay to practice.
  - ◆ When trying activities, make sure your child is rested and fed and ready to play!
  - ◆ Your child may be able to do some but not all skills.

### How to Answer Questions

- **YES** - My child can do this skill.
- **SOMETIMES** - My child is beginning to do this skill.
- **NOT YET** - My child is not yet able to do this skill.

Note - your child may do some activities or show some skills in different settings, or with different caregivers. If you know your child can do the activity at home, but not at childcare, or at childcare but not at home, the answer will be YES. Wherever your child shows a skill, the answer is YES.

### You will complete the following sections:

- **Communication** - what a child understands and sounds or words they say
- **Gross Motor** - body movement and coordination
- **Fine Motor** - hand and finger movement and coordination
- **Problem Solving** - how a child thinks and plays with toys
- **Personal Social** - self-help skills (feeding, dressing) and interactions with others

### Materials you may need

- ◆ Mirror
- ◆ Book--storybook with pictures
- ◆ Paper
- ◆ Crayons
- ◆ Ball (small)
- ◆ Spoon
- ◆ Blocks, small, 6-7
- ◆ Ball (large)
- ◆ Wagon, stroller or other toy on wheels
- ◆ Beads
- ◆ Scissors - child safety scissors
- ◆ Zipper (on clothing or toy)

## Preview

### Sample – top of ASQ

see that the correct ASQ is presented compared to your child's age.

### Yes, Sometimes, Not Yet

How to answer

### Communication area

How your child uses language to let you know what they need/want, and

How a child understands what others are saying to them.

| Home  | Questions?   | ASQ  | ASQ:SE                   | About Us   | Contacts |
|---|--|--|--------------------------|--|----------|
| <i>For ages 31 months through 34 months<br/>(33 month ASQ)</i>                                |  |  | Questionnaire 1 (of 2):  |  |          |
| <u>YES</u><br>Your child is able to do this   |  | <u>SOMETIMES</u><br>Your child is just beginning to do this but only does it sometimes |                          | <u>NOT YET</u><br>Your child is not yet doing this |          |
| <b>Try activities if you are not sure whether your child can do the skill</b>                 |  |  |                          |  |          |
| <b>Communication</b> - Gross Motor - Fine Motor - Problem Solving - Personal-Social - Overall |  |  |                          |  |          |
| 1   | When you ask your child to point to his nose, eyes, hair, feet, ears, and so forth, does he correctly point to at least seven body parts? (He can point to parts of himself, you or a doll. Mark "sometimes" if he correctly points to at least three different body parts.) | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>                           |          |
|   |  | YES  | SOMETIMES                | NOT YET  |          |
| 2   | Does your child make sentences that are three or four words long?<br><br>Please give an example:<br><input type="text"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>                           |          |
|   |  | YES  | SOMETIMES                | NOT YET  |          |
| 3   | Without giving your child help by pointing or using gestures, ask her to "put the book on the table" and "put the shoe under the chair." Does your child carry out both of these directions correctly?   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>                           |          |
|   |  | YES  | SOMETIMES                | NOT YET  |          |
| 4   | When looking at a picture book, does your child tell you what is happening or what action is taking place in the picture? (For example, "Barking," "Running," "Eating," and "Crying") You may ask, "What is the dog (or boy) doing?"   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/>                           |          |
|   |  | YES  | SOMETIMES                | NOT YET  |          |

# Preview

## Sample - Over All section

If you have any concerns about how your child is doing, their health or behaviors. your answers are important for a full understanding of a child's ASQ.

If you share your results with your health care provider or child care provider, be sure to review this section together.

This is the last section of the ASQ. **Click Continue**

| Home   | Questions?   | ASQ | ASQ:SE | About Us | Contacts   |
|--|--|-----|--------|----------|--|
| Questionnaire 1 (of 2):<br><i>For ages 31 months through 34 months (33 month ASQ)</i>  |  |     |        |          |  |
| Communication - Gross Motor - Fine Motor - Problem Solving - Personal-Social - Overall |  |     |        |          |  |
| 1  | Do you think your child hears well? If no, explain:                        |     |        |          | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| <input type="text"/>   |  |     |        |          |  |
| 2  | Do you think your child talks like other children her age? If no, explain: |     |        |          | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| <input type="text"/>   |  |     |        |          |  |
| 3  | Can you understand most of what your child says? If no, explain:           |     |        |          | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| <input type="text"/>   |  |     |        |          |  |

**Continue**

*Click to finish the ASQ*

## Preview

### The second questionnaire, ASQ:SE

(social emotional).

ASQ:SE asks about *behaviors* that are typical in this age range and about any concerns you may have.

Click continue to complete this questionnaire, or

Click “Skip this questionnaire” if you do not want to complete the ASQ:SE.

If you skip the ASQSE you will get to the Email page and you can finish the session from there.

|      |            |     |        |          |          |
|------|------------|-----|--------|----------|----------|
| Home | Questions? | ASQ | ASQ:SE | About Us | Contacts |
|------|------------|-----|--------|----------|----------|

*For ages 27 through 32 months  
(30 month ASQ:SE)*

Questionnaire 2 (of 2):

The ASQ:SE-2 asks simple questions about your child's behaviors. Before continuing, please read instructions below carefully.

**Please answer each item as:**

**Often or Always**  
Your child does this most of the time.

**Sometimes**  
Your child does this sometimes but not always.

**Rarely or Never**  
Your child does this only once in awhile, or you have never seen your child do this.

The ASQ:SE-2 will take about 5 to 10 minutes to complete.

[Skip](#) [Continue](#)

# Preview

## ASQ:SE Sample of items

Its important to read each question carefully and answer based on how your child usually behaves.

Be sure to click the “concern” option if the you have a concern about this behavior.

| Home   | Questions? | ASQ                                | ASQ:SE | About Us                                 | Contacts |
|--|------------|------------------------------------|--------|--|----------|
| <i>For ages 27 through 32 months<br/>(30 month ASQ:SE)</i>   |            |                                    |        | Questionnaire 2 (of 2):                  |          |
| Did you get here before you were ready? <a href="#">Skip</a>   |            |                                    |        |  |          |
| Check the boxes that best describe your child's behavior and whether this is a <b>concern</b> .<br><b>Often or Always</b> - your child usually does this. <b>Sometimes</b> - behavior you see sometimes. <b>Rarely or Never</b> - you never or almost never see this behavior. |            |                                    |        |  |          |
| 1. Does your child look at you when you talk to him?   |            |                                    |        |  |          |
| <input type="checkbox"/> Often or Always   |            | <input type="checkbox"/> Sometimes |        | <input type="checkbox"/> Rarely or Never |          |
| <input type="checkbox"/> Concern?  |            |                                    |        |  |          |
| 2. Does your child like to be hugged or cuddled?   |            |                                    |        |  |          |
| <input type="checkbox"/> Often or Always   |            | <input type="checkbox"/> Sometimes |        | <input type="checkbox"/> Rarely or Never |          |
| <input type="checkbox"/> Concern?  |            |                                    |        |  |          |
| 3. Does your child cling to you more than you expect?  |            |                                    |        |  |          |
| <input type="checkbox"/> Often or Always   |            | <input type="checkbox"/> Sometimes |        | <input type="checkbox"/> Rarely or Never |          |
| <input type="checkbox"/> Concern?  |            |                                    |        |  |          |



## Preview

### Email Results to yourself

This option is important to make sure you get your child's results for family records, and/or to share with childcare or health care provider

From here, continue to the last page in the session.

The screenshot shows the Oregon Screening Project website. At the top left is the logo, a stylized 'O' with blue, orange, and green segments, followed by the text 'OREGON SCREENING PROJECT' and 'Check your child's development Ages 1 month to 6 years'. On the top right are two language selection buttons: 'English' with a US flag and 'Spanish' with a Spanish flag. Below the header is a blue navigation bar with buttons for 'Home', 'Questions?', 'ASQ', 'ASQ:SE', 'About Us', and 'Contacts'. The main content area is titled 'Email My Oregon Screening Project Results'. Below the title is a paragraph: 'To receive your ASQ/ASQ:SE-2 results by e-mail, please enter your address below. (Note: Your email address will only be used to respond to your requests. Search for messages from "OSP Results" in your Inbox or Spam folder.)'. There are two input fields: 'Email Address' and 'Confirm address', both containing the placeholder text 'aname@anEmailAddress.com'. Below the input fields are two buttons: 'Yes, please send' (blue) and 'No, thanks' (green). At the bottom, there is a green-bordered box containing contact information: 'For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.346.2580, Email: [kmurphy@osp.uoregon.edu](mailto:kmurphy@osp.uoregon.edu)'. Below this box is the text: 'The Oregon Screening Project is a research project at the Center on Human Development, University of Oregon.'

## Preview

# Results - Last page of the online session

View and download your child's results letter, and a copy of the questionnaire with your answers.

**Use Play and Learning activities** to practice skills and continue with early learning.

**Use Behavior guides** to learn more about what to expect your child can do and understand at this age.

**The NEXT STEPS** guide suggests what to do after screening. See links to reliable parent-information sites.



OREGON SCREENING PROJECT

Check your child's development

Ages 1 month to 6 years

English

Spanish

Home

Questions?

ASQ

ASQ:SE

About Us

Contacts

Your Questionnaire and Results

Download Your Completed ASQ

Download Your ASQ Results Letter

- View and print your completed ASQ
- Compare to your ASQ Results Letter
- Save a copy for your child's progress records
- Share with your provider at well child checkups

Download Your Completed ASQ:SE-2

Download Your ASQ:SE-2 Results Letter

- View and print your completed ASQ:SE-2
- Compare to your ASQ:SE-2 Results Letter
- Save a copy for your child's progress records
- Share with your provider at well child checkups

Activities For You and Your Child

Your Play Activities

Ideas to help practice skills

20-24 Month Activities

24-30 Month Activities

Your Learning Activities

Ideas to use in daily routines

20-24 Month Activities

24-30 Month Activities

Your Behavior Guides and Activities

What to expect at this age

24 Month Activities



Next Steps Guide

Take these steps to follow up



Parent Resources

Explore parenting tips and free services

For Questions or Tech Support, contact: Kimberly Murphy, Phone: 541.348.2580, Email: [kmurphy@osp.uoregon.edu](mailto:kmurphy@osp.uoregon.edu)

The Oregon Screening Project is a research project at the Center on Human Development, University of Oregon.

# Preview

## Your Results – copy of ASQ

This a snapshot of the paper version of the ASQ - what your completed questionnaire pdf will look like.

 **Ages & Stages Questionnaires®**  
**24 Month Questionnaire** 23 months 0 days through 25 months 15 days



Please provide the following information. Use black or blue ink only and print legibly when completing this form.

Date ASQ completed: **December 20, 2018**

### Child's information

Child's first name: **ZZZ** Middle initial: \_\_\_\_\_ Child's last name: \_\_\_\_\_

Child's gender:  
 Male  Female

Child's date of birth: **December 20, 2016**

**Oregon Screening Project 2018**

### Person filling out questionnaire

First name: \_\_\_\_\_ Middle initial: \_\_\_\_\_ Last name: \_\_\_\_\_

Relationship to child:

- Parent  Guardian  Teacher  Child care provider  
 Grandparent or other relative  Foster parent  Other: \_\_\_\_\_

Street address: \_\_\_\_\_

City: \_\_\_\_\_ State/Province: \_\_\_\_\_ ZIP/Postal code: **97504**

Country: \_\_\_\_\_ Home telephone number: \_\_\_\_\_ Other telephone number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Names of people assisting in questionnaire completion: \_\_\_\_\_

### Program Information

# Preview

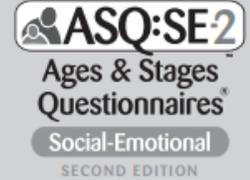
## Sample of Your ASQ:SE copy

This a snapshot of the paper version of the **ASQ:SE** (Social Emotional) - what your completed questionnaire pdf will look like



# 24 Month Questionnaire

21 months 0 days through 26 months 30 days



Date ASQ:SE-2 completed: December 20, 2018

*Oregon Screening Project 2018*

### Child's information

Child's first name: ZZZ Child's middle initial: \_\_\_\_\_ Child's last name: \_\_\_\_\_

Child's date of birth: December 20, 2016

Child's gender:  Male  Female

### Person filling out questionnaire

First name: \_\_\_\_\_ Middle initial: \_\_\_\_\_ Last name: \_\_\_\_\_

Street address: \_\_\_\_\_

City: \_\_\_\_\_ State/province: \_\_\_\_\_ ZIP/postal code: 97504

Country: \_\_\_\_\_ Home telephone number: \_\_\_\_\_ Other telephone number: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Relationship to child:  Parent  Guardian  Teacher  Other: asqse.Other  
 Grandparent/other relative  Foster parent  Child care provider

People assisting in questionnaire completion: \_\_\_\_\_

### Program information

(For program use only.)

## Your ASQ Results Letter

### Your child's ASQ Results letter

Results are based on the responses you entered during the online session.

Results let you know if your child is on schedule in each of the 5 areas of development

See Next Steps and links to play and learning activities that match your child's age

Contact your early intervention provider if you have concerns about your child's development.

### Your ASQ Questionnaire results

|   |  |
|---|--|
| Results for your child xyz born on February 2, 2020<br>Your child's development appears to be on schedule at this time. |  |
| On schedule - development is taking place as expected for children in this age range.                                   | Communication, Gross Motor, Fine Motor, Problem Solving, Personal-Social |
| Monitor - use Play/Learning activities to practice skills. Check development in 2 months                                | None   |
| Not on schedule - follow up with your early intervention or health care provider  | None   |
| Overall Section   | You did not mark any concerns in this section                            |

### What's Next?

- Share your ASQ results with your child's health care provider. He or she will want to see that your child's development is currently on track.
- Share your ASQ results with your childcare provider. Your information helps your caregiver see a full picture of picture of your child's development.
- Use these **Activities for Play** ( [30-36 Month Activities](#) ) and **Learning** ( [30-36 Month Activities](#) ) to support your child's development.
- Check back in the next 4 to 6 months to complete another ASQ. Check back sooner if you have concerns.
- See [Next Steps](#) for more follow-up ideas.

If you have concerns about your child's development, you can always call [Early Intervention Provider](#) or your health care provider.

Early Intervention programs offer cost-free evaluation of a child's development and high-quality education services for children who qualify.

Please feel welcome to contact us with any questions you might have. We look forward to hearing from you any time.

Heather Waddell  
[Early Childhood CARES](#)  
[hwaddell@uoregon.edu](mailto:hwaddell@uoregon.edu)  
541.346.2578  
800.925.8694

[Click here to share your comments](#)

# Follow up – what to do after screening

## Next Steps Guide

what to do after completing a screening. This handout has important links from reliable, parent-friendly sources.

You can also see/download this guide on a public page.

See **Next Steps link** on this slide or copy/paste this link into your browser:  
[https://osp.uoregon.edu/pdf/NextSteps\\_generic\\_en.pdf](https://osp.uoregon.edu/pdf/NextSteps_generic_en.pdf)

## Next Steps – Follow up to screening

The ages of birth through 5 years are critical times in your young child's brain development and a great time to support early learning.

### → Continue early learning

Use your child's ASQ as a guide for skills and behaviors that are expected at this age.

Have fun with play and learning activities. Use your ASQ and ASQSE Learning Activities to build on skills in daily routines and play times with your child.

### → Share your child's results

Share completed questionnaires, your child's strengths and any concerns, with your child's health care provider.

Discuss results and follow up ideas with your childcare provider.

### → Monitor your child's development

Use [the Oregon Screening Project site](#) to check your child's development every 4 to 6 months. Continue to practice skills and check progress.

### [Explore Parent Learning Resources](#)

Find reliable information on early development, positive learning ideas and behavior guides from nonprofit sources



### Concerns about your child's development?

If you have concerns at any time contact your local Oregon [Early Intervention](#) provider.

Talk with a developmental specialist and request a free development checkup. Let them know your ASQ results and any concerns you may have. You do not need a professional referral.

### What is Early Intervention?

[Early Intervention](#) offers free developmental services for eligible children, ages birth to five years, and their families.

These may include home visits with a developmental specialist or services such as speech therapy.

### Questions?

Contact  
Kimberly Murphy  
[kamurphy@uoregon.edu](mailto:kamurphy@uoregon.edu)  
541.346.2580

# Follow up – what to do after screening

## Sample of Play Activities ideas for the 20-24month age range.

Available to download on the last page of your session,

and in links in your Results letter

and in the public pages in for easy download/view any time.

See link at bottom of the chart

| Activities for Toddlers 20-24 Months Old   |   |   |  |    |
|--|---|---|--|---|
| Toddlers enjoy looking at old pictures of themselves. Tell simple stories about him as you look at the pictures. Talk about what was happening when the picture was taken.   | Cut a rectangular hole in the top of a shoebox. Let your toddler insert an old deck of playing cards or used envelopes. The box is easy storage for your toddler's "mail."                          | Set up your own bowling game using plastic tumblers, tennis ball cans, or empty plastic bottles for bowling pins. Show your toddler how to roll the ball to knock down the pins. Then let your toddler try. | Many everyday items (socks, spoons, shoes, mittens) can help your toddler learn about matching. Hold up an object, and ask if she can find one like yours. Name the objects while playing the game.  | Hide a loudly ticking clock or a softly playing transistor radio in a room and have your child find it. Take turns by letting him hide and you find.  |
| A good body parts song is "Head, Shoulders, Knees, and Toes." Get more detailed with body parts by naming teeth, eyebrows, fingernails, and so forth.  | Make your toddler an outdoor "paint" set by using a large wide paint brush and a bowl or bucket of water. Your toddler will have fun "painting" the side of the house, a fence, or the front porch. | Turn objects upside down (books, cups, shoes) and see if your toddler notices they're wrong and turns them back the right way. Your toddler will begin to enjoy playing "silly" games.                      | Give your toddler some of your old clothes (hats, shirts, scarves, purses, necklaces, sunglasses) to use for dress up. Make sure your toddler sees herself in the mirror. Ask her to tell you who is all dressed up.                                     | Use plastic farm animals or stuffed animals to tell the Old McDonald story. Use sound effects!  |
| Make grocery sack blocks by filling large paper grocery sacks about half full with shredded or crumpled newspaper. Fold the top of the sack over and tape it shut. Your toddler will enjoy tearing and crumpling the paper and stuffing the sacks. The blocks are great for stacking and building. Avoid newsprint contact with mouth. Wash hands after this activity. | "Dress up" clothes offer extra practice for putting on and taking off shirts, pants, shoes, and socks. Toddlers can fasten big zippers and buttons.   | Put small containers, spoons, measuring cups, funnels, a bucket, shovels, and a colander into a sandbox. Don't forget to include cars and trucks to drive on sand roads.                                    | Rhymes and songs with actions are popular at this age. "Itsy-Bitsy Spider," "I'm a Little Teapot," and "Where Is Thumbkin?" are usual favorites. Make up your own using your toddler's name in the song.   | Make your own playdough by mixing 2 cups flour and 3/4 cup salt. Add 1/2 cup water and 2 tablespoons salad oil. Knead well until it's smooth; add food coloring, and knead until color is fully blended. Toddlers will love squishing, squeezing, and pounding the dough. |
| Playing beside or around other children the same age is fun but usually requires adult supervision. Trips to the park are good ways to begin practicing interacting with other children.   | Play the "show me" game when looking at books. Ask your toddler to find an object in a picture. Take turns. Let your toddler ask you to find an object in a picture. Let him turn the pages.        | Add a few Ping-Pong balls to your toddler's bath toys. Play a "pop up" game by showing your toddler how balls pop back up after holding them under the water and letting go.                                | Clean plastic containers with push or screw-on lids are great places to "hide" a favorite object or treat. Toddlers will practice pulling and twisting them to solve the "problem" of getting the object. Watch to see if your toddler asks you to help. | Make a book by pasting different textures on each page. Materials such as sandpaper, feathers, cotton balls, nylon, silk, and buttons lend themselves to words such as <i>rough</i> , <i>smooth</i> , <i>hard</i> , and <i>soft</i> .                                     |

# Follow up – what to do after screening

## ASQ Learning Activities

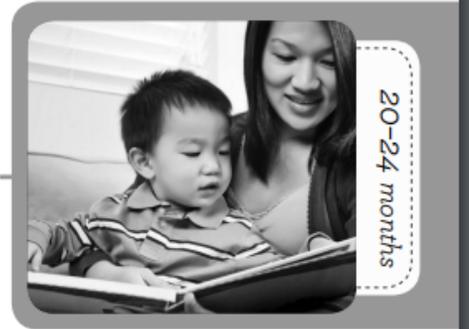
20-24 month ages that match the ASQ for a child.

These are only available from the link at end of your online session and in your Results letter.

Learning activities fit with each of the 5 areas of development for a child's age

## Communication

### Activities to Help Your Toddler Grow and Learn



Your toddler is learning language very quickly and will imitate words he hears, good or bad. He is using different types of words and putting them together in short phrases. Most of his words are understandable. He may be starting to sing simple songs. He may also be testing the power of words by using the strong words “no” and “mine.”

#### Sock Puppet

Put your hand in a clean sock and make it talk: “Hi, my name is José. I am visiting you. What is your name?” Your child might say something or want to touch the puppet. Keep the conversation going. Let the puppet give your toddler a kiss!

#### Construction Time

Collect materials to make a pretend airport, street, or neighborhood. Masking tape can be the runway or the road. Oatmeal containers can be tunnels. Cereal boxes can be buildings. Cardboard can make a ramp for cars to go *up* and *down*. Toy cars can go *through* the tunnel, *under* the bridge, or *beside* a building. Use these new words while your child builds and plays.

#### Fun with Books

Find large picture books and/or magazines to look at with your child. Point to pictures and talk about what you see. Ask her, “Where’s the doggie?” and have her point to a picture. Let your child “read” to someone else, such as Grandpa. If your child is beginning to learn about using the toilet, this is a good time to put a small basket of picture books in the bathroom to “read.”

#### Field Trips

Your toddler will enjoy going to new places, even to a new store. This is a great time to learn new words. Talk to him about what you are seeing: “Look, that fruit is called a *mango*. Look at that big refrigerator. Put your hand on the door—it’s very *cold*.”

#### Sing Together

Your child will love learning simple songs such as “Twinkle, Twinkle, Little Star.” Teach your child simple songs you remember from childhood. Enjoy singing together. Later, ask your child to sing for someone else in the family.

#### Car Talk

Teach your child words about the car as you get in or out during the day. Talk about what you’re doing: “Let’s *open* the car door and get inside. I’m going to *buckle* your car seat. Daddy’s going to *close* and *lock* the door. See the *lights* go out? Do you hear the *motor*? Let’s go!” Soon your little rider will know all about the car.

Notes:

# Follow up – what to do after screening

## Social emotional behavior guides

Available at end of the online session. Let you know the kinds of behaviors to expect for your child's age.

AND  
by viewing/downloading from the public page – link here

### Social-Emotional Development at 24 Months



- Your toddler likes to imitate you, other adults, and her friends.
- Your toddler wants to do everything by himself, even though he can't!
- Some of your toddler's favorite words are *mine*, *no*, and *me do it*.
- Your toddler has many emotions, and her emotions can be very "big." She can get angry and have temper tantrums.
- Your toddler likes to imitate you doing household tasks. He can put some of his toys away with help from you.
- Your toddler loves to try new things and explore new places. But she wants to know you are nearby to keep her safe.
- Your toddler is very interested in other children. He is still learning how to play with them.
- Your toddler will play nearby other children but not really with them. She does not understand how to share her things yet.
- Your toddler has a hard time waiting and wants things right now.
- Your toddler loves attention from familiar adults and children but may act shy around strangers.
- Your toddler shows affection by returning a hug or kiss. He tries to comfort familiar people who are in distress.
- Your toddler knows her name and knows what she likes and dislikes. She may be very attached to certain things, such as a special book, toy, or blanket.
- Your toddler enjoys simple pretend play. He may like pretending to cook or talk on the telephone.
- Your toddler is learning about the routines in your home but often does not remember rules.

<https://osp.uoregon.edu/home/playActivities>

# Follow up – what to do after screening

## From the Home page see Parent Resources

Articles in these links help parents with common questions about early development and behavior.

From non profit sites written for parent use.

The link is located below the baby photo on the home page:  
<https://osp.uoregon.edu/home/parentResources>

Home Questions? ASQ ASQ:SE About Us Contacts

**Resources for Parents/Caregivers**

**Start the ASQ**

**Explore → Learning Resources**  
*Reliable information from non-profit, research-based sources — for parents.*

- Backpack Connection**  
Learning and behavior handouts for parents/teachers. Click on Backpack Connections.
- Family Tools**  
Tips on challenging behavior and more. Click on Family Articles.
- Developmental Timeline**  
Developmental timeline for ages birth to 5 yrs.
- Learn Signs/Milestones**  
Free materials and tools to track development.
- Vroom**  
Free science based tips and tools for play and learning.
- Zero to Three**  
Explore parenting and child development topics.
- Understood.org**  
Questions about language development? Get information about common learning differences and next steps for support.
- Positive Parenting Tips**  
What to expect at each stage of development in ages birth through teens.

**Explore → Support Services**  
*Services supporting children and parents*

- 211 Info**  
Helps Oregon families find and connect to local resources.
- Oregon Early Intervention Providers**  
Who to call when there are concerns for development.
- What is Early Intervention?**  
Learn about services to help young kids meet milestones.
- National Parent Helpline**  
Parents and caregivers can speak to a trained advisor and get support and parenting help. Call 1-855-427-2736
- Think Small**  
Parent Powered site that uses Text to deliver info to parents.
- Online Physical Therapy (PT) Guide - How all children may benefit**  
This guide describes conditions that may be benefitted by PT, and signs to look for in early childhood.
- FACTOregon**  
Support for families entering and navigating special education services in Oregon.
- Reachout Oregon**  
Support for families of children with behavior concerns. Connect by Helpline, live chat, or email.

Preview (PDF) Play Activities Behavior Guides ASQ Materials (PDF) Next Steps (PDF) ASQ Info Site

# Follow up – what to do after screening

## CONTACTS – Find your early intervention provider

The link is located on the blue nav bar at top of the website.

Lists all the **early intervention services provider in Oregon by county.**

**Who to Call If you have concerns** about your child’s development, call the number/visit the website for the provider in your county.

The screenshot shows the Oregon Screening Project website. At the top, there is a logo with a stylized 'O' in blue, orange, and green, followed by the text 'OREGON SCREENING PROJECT' and 'Check your child's development Ages 1 month to 6 years'. To the right are language selection buttons for 'English' and 'Spanish'. Below this is a blue navigation bar with links for 'Home', 'Questions?', 'ASQ', 'ASQ:SE', 'About Us', and 'Contacts'. A green arrow button labeled 'Let's Get Started!' is positioned to the right of the navigation bar. The main heading is 'Oregon Providers by County'. Below this is a paragraph explaining that each county has a designated agency for developmental concerns. A blue button labeled 'Do you have concerns?' is located to the right. The core of the page is a table with three columns: 'County', 'Phone', and 'Website'. The table lists 11 counties with their respective phone numbers and website links.

| County    | Phone  | Website  |
|-----------|--|--|
| Baker     | 800.927.5847                                       | InterMountain Education Service District   |
| Benton    | 541.753.1202 ext 101<br>877.589.9751               | Early Intervention / Early Childhood Special Education                                       |
| Clackamas | 503.675.4041                                       | Early Childhood Education Services   |
| Clatsop   | 503.325.2862                                       | Early Intervention / Early Childhood Special Education                                       |
| Columbia  | 503.366.4141                                       | Early Intervention / Early Childhood Special Education<br>About Services                     |
| Coos      | 541.269.4524                                       | Early Intervention / Early Childhood Special Education                                       |
| Crook     | 541.312.1947 (birth to 2)<br>541.312.1948 (3 to 5) | Early Intervention / Early Childhood Special Education<br>About Services                     |
| Curry     | 541.269.4524                                       | Early Intervention / Early Childhood Special Education                                       |
| Deschutes | 541.312.1947 (birth to 2)<br>541.312.1948 (3 to 5) | Early Intervention / Early Childhood Special Education<br>About Services                     |
| Douglas   | 541.440.4794                                       | Douglas Education Service District<br>Early Intervention / Early Childhood Special Education |
| Gillam    | 541-238-6988                                       | North central services district  |

## Preview

### Check Your Child's Development - Try it!

Steps to start the online session,  
and

Tips to help with trying activities  
together with your child for best  
answers.



**OREGON SCREENING PROJECT**  
Check your child's development  
Ages 1 month to 6 years

 English

 Spanish

Home

Questions?

ASQ

ASQ:SE

About Us

Contacts

## Ready to try it online?

Go to [osp.uoregon.edu](http://osp.uoregon.edu)

Click [Let's Get Started](#)

---

### Tips

After you enter your child's birthdate...

The next page gives you the option to download a questionnaire.

Click that link to preview the questions for your child's age.

You might want to try activities with your child to know answers to some questions.

If so, you can complete the paper version at home,  
then return to this site and enter your answers in the online session.

**Enjoy!** You are taking important steps to check your child's  
early development.

# Providers - What you can do

[osp.uoregon.edu](http://osp.uoregon.edu)

**Share** the site with parents

**Share** site with childcare providers

**See Provider toolkit** – use handouts for parents / staff

**Support** parents when there are concerns:

- referrals for further evaluation, parenting or other community connections



---

## Steps to use this site with parents

Parents will be more comfortable with screening when they understand how it benefits them and their child. A provider's role is to support parents to complete ASQ and/or ASQ:SE for their child.

Review these important steps when using this site together with parents to screen young children. For details and downloadable handouts see [Provider Toolkit page](#)



### Step 1. Introduce Screening

- Consider if the online method fits with a parent's practical needs. (Do they have time? Do they have internet access? Do they need your help?)
- Decide how you will inform parents about your screening program.
- Offer the opportunity to complete ASQ to all parents in your program.
- Provide an introduction letter to parents. See [What is screening?](#)
- Provide a simple set of instructions for parents to fill out questionnaires and share results with you. Offer instructions that parent will easily be able to do. *Choose a method that best fits your needs. See Step 2. below.*



### Step 2. Instructions for parent - Choose an option

- Provider or parent download a blank ASQ – parent fills out the paper version then parent or provider enter responses in the online session. (Note – ASQ:SE is not available for blank download.)
- Parents fill out the questionnaires online then prints or emails copies to share with provider.
- Provider and parent each fill out questionnaires online, then meet to share results.
- Provider and parent fill out ASQ online together. (ASQSE should be completed by each person, separately).
- With parent consent, provider fills out ASQ or ASQSE online, then meets with parent to review answers and talk about follow up steps together.

---

continued...



### Step 3. Discuss Child's Results & Follow – Up

- **Review** the ASQ responses and the results letter with parent or caregiver. Remind them of the purpose of screening. Talk about a child's strengths and any areas that may need extra focus.  
See [Tips for discussing results with parents](#) and [Discuss Results Script](#)
- **Follow-up** with all parents. For all parents, provide a packet with Next Steps handout and ASQ Play activities. Include your local Early Intervention program's brochure and resources such as 211 Family Info or other parenting support.  
See [Play Activities](#) and [Next Steps handout](#).
- **Encourage** parent to share results with child's health care provider for their well-child record or to help with conversation about concerns.
- **Support parent** to contact their local Early Intervention provider if there are concerns about a child's development.  
See [Contacts \(who to call\)](#)
- **Encourage parent** to continue to use the site to check development every 4-6 months. Rescreen sooner if there are concerns about development.
- **Provide practice** with skills in childcare settings.

---

## Instructions for Parent to Fill out ASQ Online

(short form sample)



### STEPS

1. Go to [osp.uoregon.edu](https://osp.uoregon.edu)
  - Complete an ASQ to check your child's development.
2. Fill out the Email My Results form in the session
  - Continue to the last page online.
3. Get your ASQ pdf and Results letter from links on last page
4. Review your child's ASQ and Results letter
  - Use ASQ as a guide for what is expected at this age.
  - Use Learning Activities to continue building skills.
  - Save for your child's family record.
5. Share results with your child's teacher or health care
  - From your email, choose Forward to send your ASQ and results letter to your child's teacher.
  - Download and save / print to share copies with your child's health care provider at well child or other checkups



### Important Tips

- Watch your child to see what they can do.
- Take time to try ASQ items with your child if needed.
- Your child may be able to do some, but not all of the ASQ items.
- You and family members can help your child practice skills.



### Answers – choose the response that best describes your child

- YES - your child can easily do the skill, *or you have already seen the skill.*  
For example, your child was crawling but is now walking.
- SOMETIMES – you are just starting to see the skill, your child tries with your help.
- NOT YET – your child isn't doing the skill at this time.

## Family Connects Update, October 2022

### Data (2022 average to 9/28/22)

Scheduling Rate: 30.9%

*This is the number of scheduled home visits divided by the number of eligible births. Best practice is >75%.*

Completion Rate: 69.9%

*This is the number of completed visits (and support calls), divided by number scheduled. Model fidelity is 75% of eligible births.*

### Community Alignment

Thank you to all our community partners for sharing about Family Connects. Our Population Reach Rate for August was 27.9% - up 7% from July. We're working to increase it each month, and every mention of Family Connects helps families recognize and participate in the program.

Recently completed partner and informational presentations:

- Crossroads Communities
- Central Willamette Credit Union
- Samaritan's Social Determinants of Health Work Group
- Linn-Benton Housing Authority's Family Self-Sufficiency Program Coord. Council
- Santiam Service Integration Conference

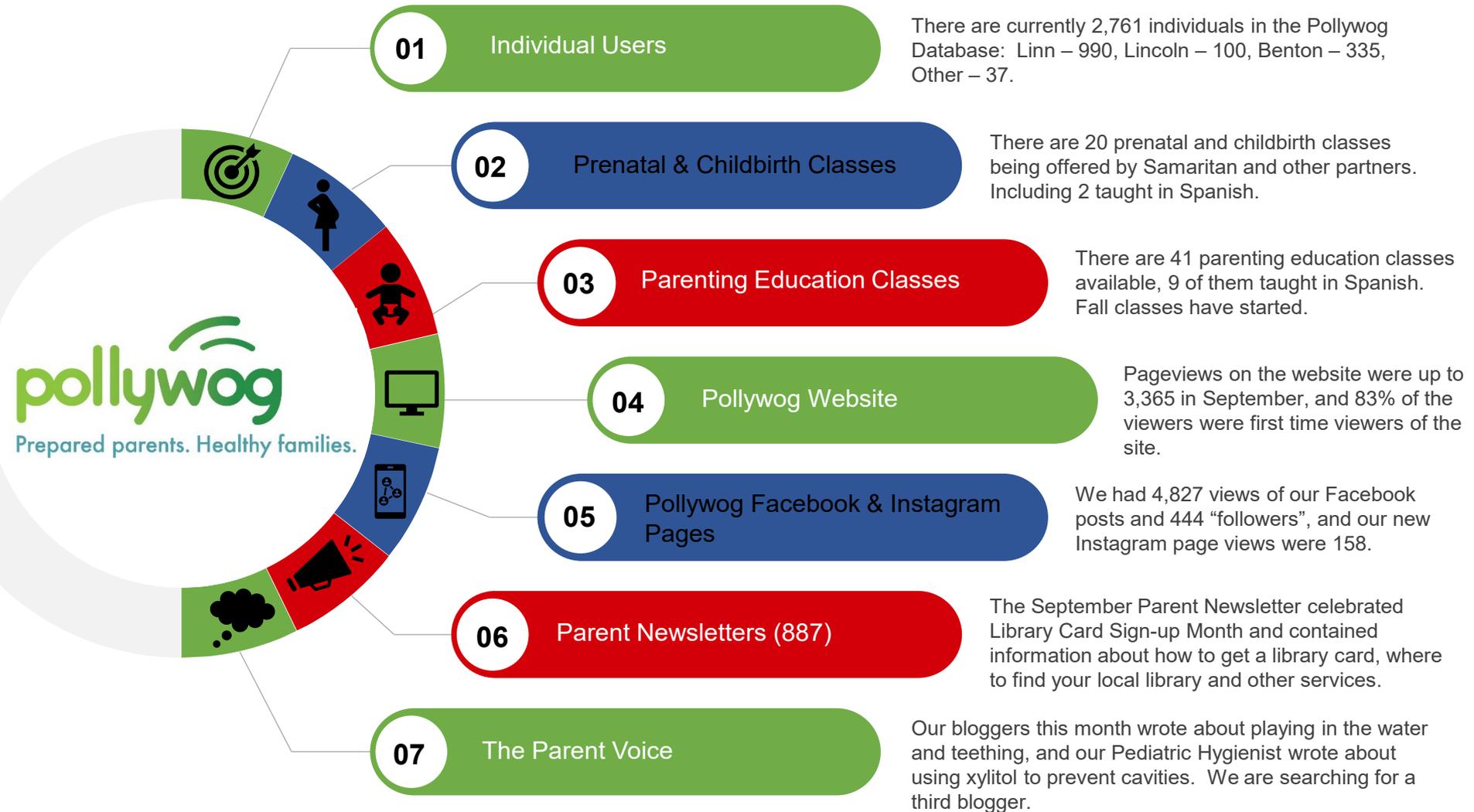
### Family Connects International Update

FCI is working to get all local sites connected to networking and document sharing again under its non-profit designation, including a new tech support ticketing system.

September's Oregon Early Adopters, OHA, and FCI staff meeting covered coding guidance for payment from commercial insurers and planning for scaling in 2023. However, most Early Adopters voiced concerns and frustrations over lack of coverage for some visits and some types of insurance plans. The rate for coverage for Family Connects visits is set to be announced on 9/30/22.

# Pollywog Update

6 October 2022



**44** Database Floating Users

**8** Database Dedicated Users

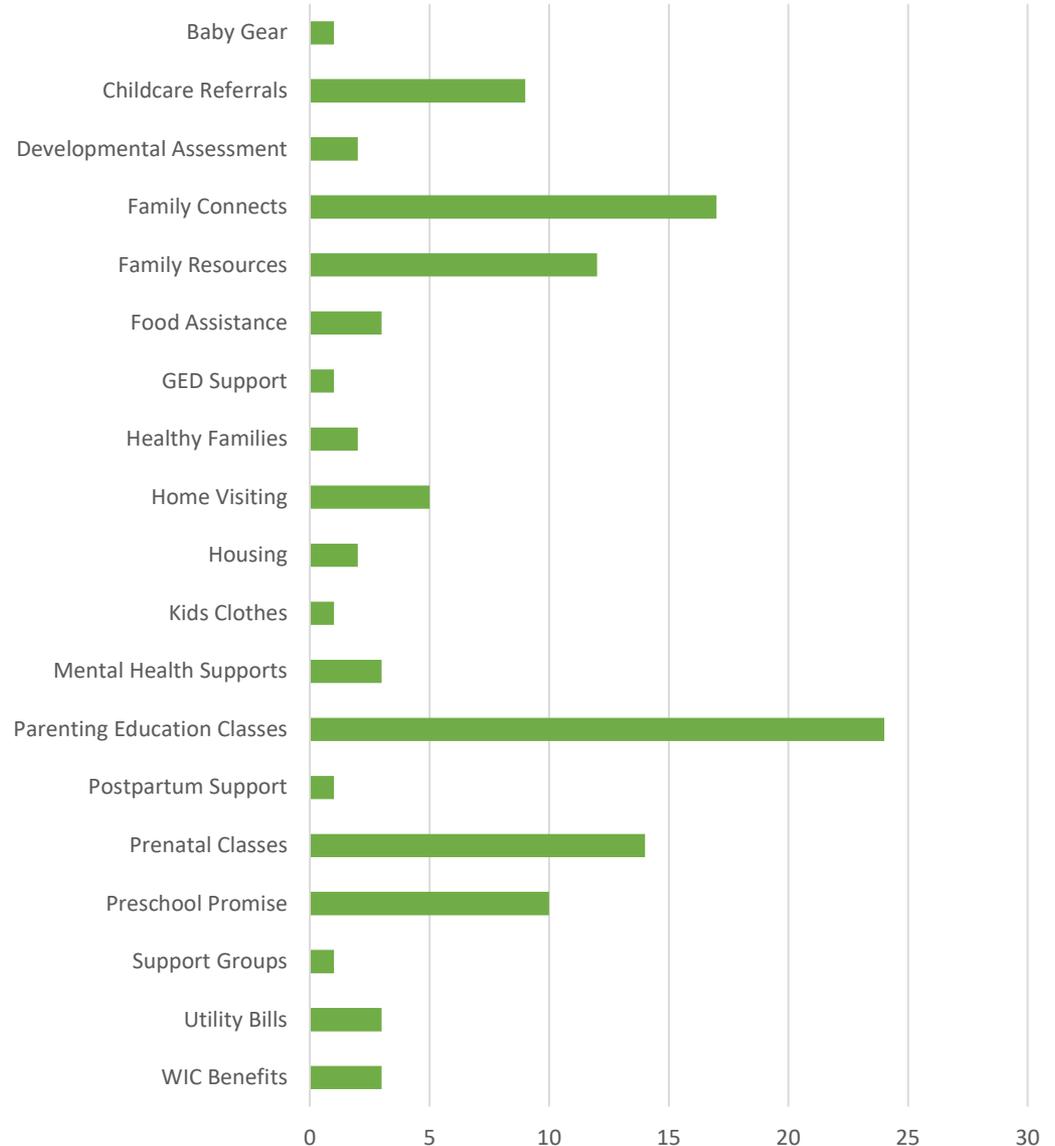


**34** Linn County Partners

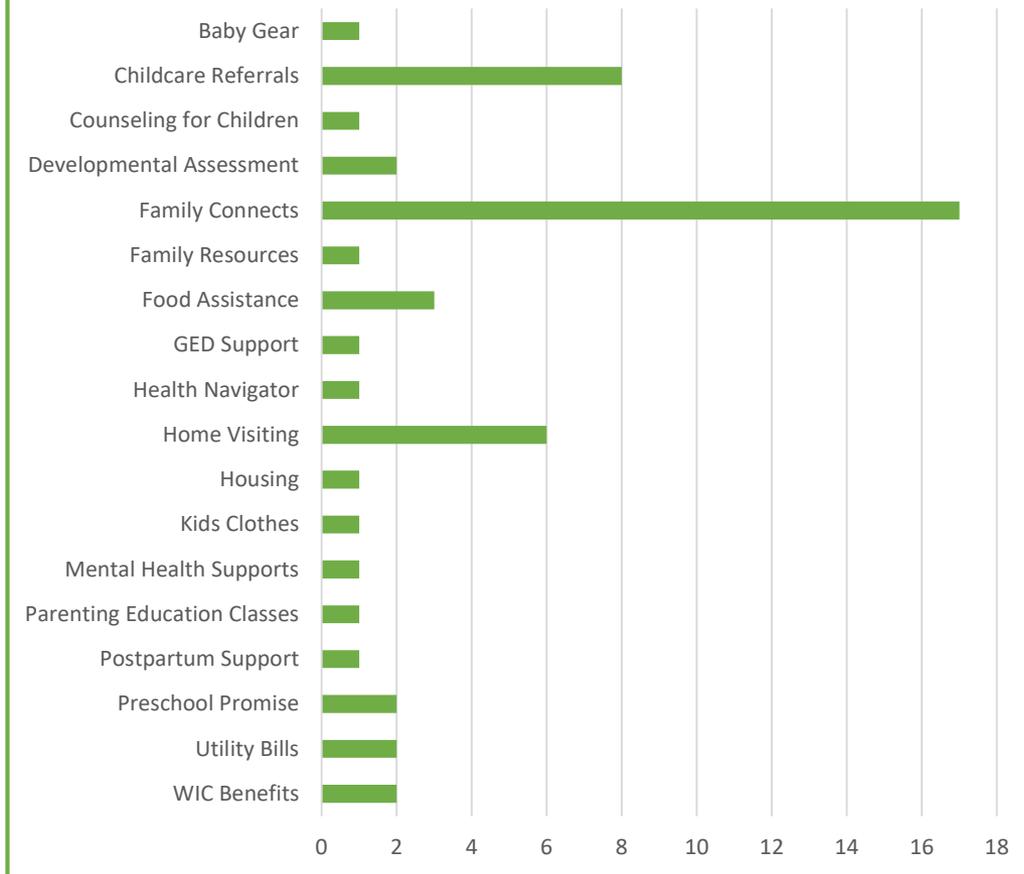
**22** Lincoln County Partners

**26** Benton County Partners

### September Service Requests - 114



## September Referrals - 52



The November newsletter is traditionally the Holiday Resource Guide. Each year we gather information about holiday resources for families in Linn, Benton and Lincoln counties and publish it on our website and Facebook page, as well as sharing it widely among our community partners. If your agency will be offering holiday resources, such as a food pantry, food boxes, holiday meals, gifts, clothing, or anything else, and you would like to be included, please contact [sam.rounsavell@linnbenton.edu](mailto:sam.rounsavell@linnbenton.edu). Our resource guide will be published in the first week of November, so she will need the information by mid-October to meet the publishing deadline. Thank you for your assistance with this project!

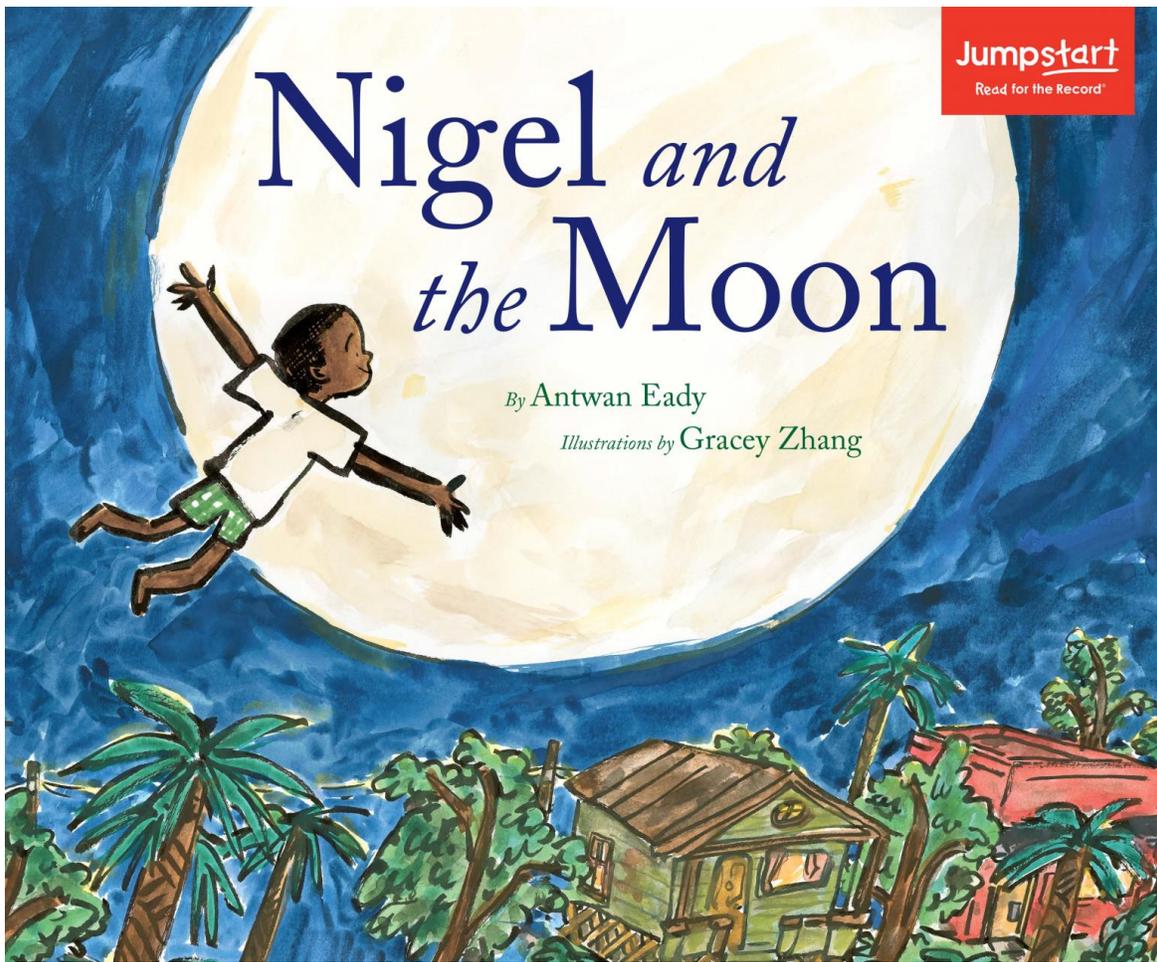


If your agency will be offering holiday resources, such as a food pantry, food boxes, holiday meals, gifts, clothing, or anything else, and you would like to be included, please contact us right away!



[pollywog@linnbenton.edu](mailto:pollywog@linnbenton.edu)

We have heard back from 57 agencies all over Linn, Benton, and Lincoln Counties and are still hoping to hear from 20 others.



We are **16 days away** from Jumpstart's **Read for the Record** Day on October 27th!

The Early Learning Hub has 70 agencies signed up to read 250 copies of Nigel and the Moon in English and 130 in Spanish.

Our books have not yet arrived, but we do have Activity Guides to share with our partners. These offer storytime tips and suggestions to make **Read for the Record** Day a fun-filled event!

## 2023 Meeting Schedule Health Care Integration Workgroup

All meetings are held online via Zoom until further notice. If you wish to attend the meeting but are not a regular member of the Work Group, please email [elhub@linnbenton.edu](mailto:elhub@linnbenton.edu) for a Zoom meeting invitation and log-in information. For security, our online meetings are password protected.

January 10, 2023, 9:30-11am

July 11, 2023, 9:30-11am

February 14, 2023, 9:30-11am

August 8, 2023, 9:30-11am

March 14, 2023, 9:30-11am

September 12, 2023, 9:30-11am

April 11, 2023, 9:30-11am

October 10, 2023, 9:30-11am

May 9, 2023, 9:30-11am

November 14, 2023, 9:30-11am

June 13, 2023, 9:30-11am

December 12, 2023, 9:30-11am

**2022 meetings - 2nd Tuesday of each month from 9:30 – 11 AM**

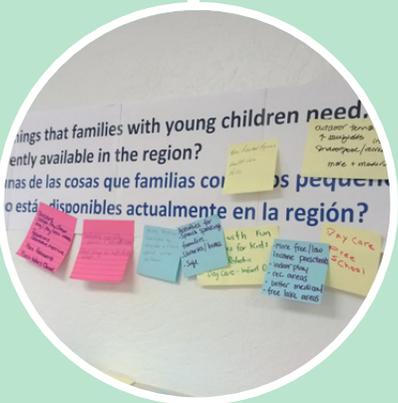
Inform and facilitate the alignment of EL Hub outcomes with health care sector initiatives.



# Assessing the Needs and Assets of San Bernardino County Families

## Big Bear – Mountain Region

### December 2013



### Between March and November 2013 Harder+Company Community Research

conducted eight community asset-mapping sessions throughout San Bernardino County with the goal of better understanding the needs, assets, resources, and gaps in services that families with young children in San Bernardino County face. Each session consisted of interactive activities for parents, community residents and local service providers that focused on a broad range of topics, from early education and medical resources to places where children can be active and community sources of pride. This report presents the findings from the Big Bear Asset Mapping session conducted on June 4, 2013.

## The Approach: Asset Mapping

**F**or this project, First 5 San Bernardino and Harder+Company Community Research adopted asset mapping as an approach to understanding community needs. Asset mapping has at least two important advantages over other traditional needs assessment approaches that made it well-suited to meet First 5 San Bernardino’s goals: it is **strengths-based** and **inclusive**.

Asset mapping focuses first on what is available and working in a community. These resources can then be leveraged to help address the needs of that same community – allowing for a strengths-based approach to problem solving. Simply put, being aware of both the resources and needs of a community allows for the development of more strategic solutions that have a higher likelihood of achieving outcomes. Traditional needs assessment focuses primarily on what’s missing from a community.

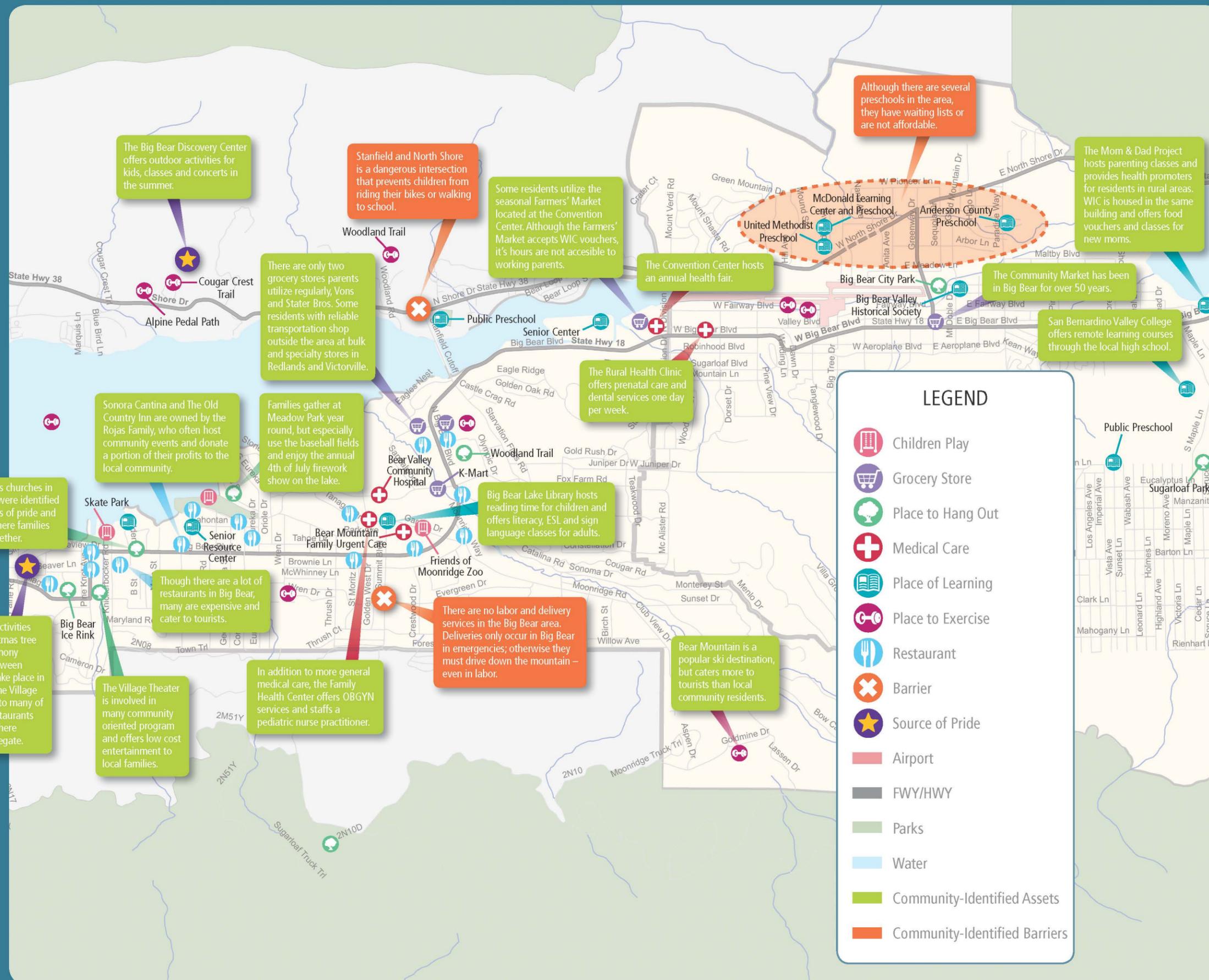
Second, asset mapping is inclusive – the technique makes it possible for a diverse group of people to work together to describe and understand the community. First 5 San Bernardino was eager to include a strong parent perspective in this project alongside the professional knowledge that service providers and leaders bring. Anyone who lives in a community is well-positioned to participate in asset mapping regardless of education, literacy level, language spoken or prior experience with this type of activity. Asset mapping truly allows a seat at the table for anyone with firsthand knowledge of the community.

Asset mapping sessions resulted in lively discussions and debates about every community we conducted them in. We hope the information in this brief report conveys the passion that community members brought to the session. We are indebted to them for their time and participation in this process.

### About this report:

The fold out map to the right provides an overview of the *mappable* assets and needs in Big Bear. The report that follows provides more detailed information about the community-identified assets and needs.

# MAPPING SAN BERNARDINO COUNTY'S NEEDS AND ASSETS



## Big Bear Asset Mapping

This summary map shows community-identified assets and needs in the Big Bear community. During the asset mapping workshop a mix of about 12 local parents, residents, and service providers worked together to identify current community strengths and challenges. Participants discussed a broad range of assets including schools, child care, food outlets and health care facilities. Although this is not an exhaustive list, First 5 San Bernardino and key community partners can use this map to identify existing resources that can be built upon to strengthen the foundation of services for children 0-5 and their families.

## Key Findings:

- + Local parks, trails and the abundance of outdoor activities are a source of pride in Big Bear. While they are readily enjoyed during the warmer months, families – especially families with very young or disabled children – feel there is a great need for accessible indoor activities during the winter months.
- + Big Bear has an array of resources, but many still face challenges accessing them. Parents cite issues with public transportation, neighborhood walkability, and cost as barriers to accessing services for their children.
- + There are a number of childcare resources in the area, but very few are affordable and there are currently not enough slots to meet the demand. Only two subsidized preschools are in the area and many families cannot afford the private preschools or childcare.
- + Prenatal and pediatric services are lacking. There is a single pediatric nurse practitioner on staff at the Family Health Center and prenatal care is available only one day a week at the Rural Health Clinic. Additionally, there is only one pediatric dentist in the area.
- + Participants are proud of how the community members and organizations pull together and collaborate to the benefit of the community.

JUNE 2013

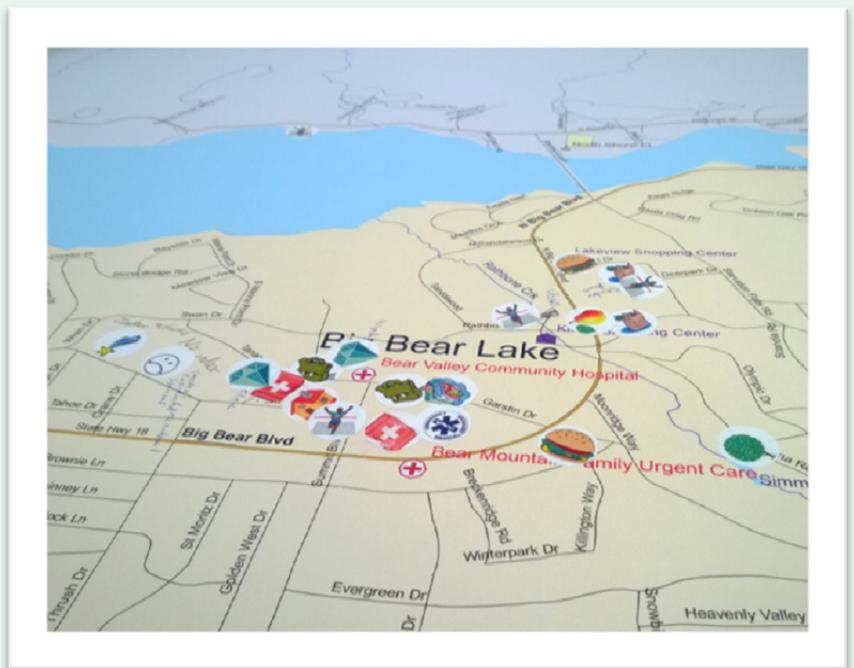
## What does everyday life look like for parents and community members in Big Bear?

**B**ig Bear has a small number of vital community assets: families take advantage of local parks, the library and many sites around the lake. However, basic services and amenities (such as medical care and groceries) are limited in the area, and supplemented with services provided by local community-based organizations. Geography presents a major challenge in Big Bear. Families have to travel substantial distances to access even basic services which are often not available in the immediate vicinity.



### Residents make use of limited grocery and food options in Big Bear.

Participants indicated that Big Bear residents typically shop at *Vons* or *Stater Bros* because they are the only two grocery stores in the area. While many residents visit both grocery stores, some participants indicated that *Stater Bros* is more affordable relative to *Vons*. There are several locally owned alternatives for purchasing groceries, including a seasonal farmers' market hosted at the Convention Center (which accepts vouchers). However, it is open only between 9 am and 5 pm and therefore not easily accessible to many working parents. The *Community Market* has been in existence for 50 years and residents frequent it for deals on meats and cheese. Community members who do not have a car or easy access to public transportation have very limited options. Participants said they end up shopping for groceries at local liquor and convenience stores which are often expensive and have very limited selections of healthy food. Residents who have access to reliable transportation reported they often travel "down the mountain" to nearby cities (such as Lucerne Valley and



Community members utilized stickers to identify the small region where they access services.

Redlands) to visit specialty and bulk stores like *Trader Joe's* and *Costco*. According to one group of participants, any time people go “down the mountain”, they will usually also pick up groceries.

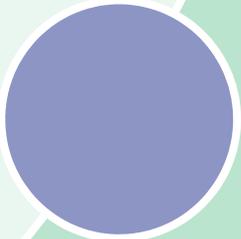
While there are a large number of restaurants in Big Bear, many of them are either fast-food establishments or too expensive for most families to frequent often. Some of the local standouts are *Sonora Cantina* and *The Old Country Inn*, which often host community events and donate a portion of their profits to the local community.

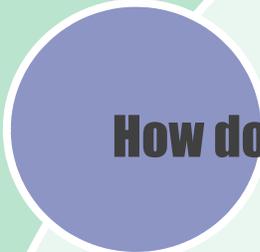


**Community residents value outdoor venues where families can gather and exercise.**

Local parks, trails and the abundance of outdoor activities are a source of pride in Big Bear. Residents often walk or ride the trails near *Big Bear Lake*, such as *Alpine Pedal Path* and *Cougar Crest Trail*, and visit the swim beach during the warmer months (though some participants noted the concerning lack of lifeguards at the beach as a deterrent to visiting). Families with children also take advantage of the *Discovery Center* near the lake that offers summer classes, an outside children’s center, and summer concerts. Residents identified *Meadow Park* as a place where the community regularly gathers to hang out and, specifically, use the playground and baseball fields. Many families also meet there for the annual Fourth of July Fireworks show held at the lake. Other outdoor activities in the area include the Halloween and Christmas celebrations at *The Village*, *Skate Park*, *Moonridge Zoo*, exercising at *Irwin Lake Park* and sledding at *Snow Hill* in the winter.

While residents and tourists take full advantage of these outdoor activities, participants indicated that kids typically play in their neighborhood streets because there are no indoor play areas for them to use. They expressed concerns about kids playing in the streets because they are often unpaved and/or have no sidewalks. This is especially concerning during the winter months when activities are limited in the area. Families, especially families with very young or disabled children, feel there is a great need for accessible indoor activities during the winter months. Indoor activities currently available include playing basketball at the *Parks and Recreation Gymnasium*, meeting at restaurants, watching movies at *The Village Theater*, and gathering at each other’s homes and places of worship.





# How do parents care for their families' health?



**With only one hospital in Big Bear, residents travel great distances to access family medical care.** Accessing high quality, family medical care is a

challenge in Big Bear. According to asset mapping participants, there is a small selection of family doctors in the area. Additionally, there is only one obstetrician/gynecologist who provides regular prenatal care and no pediatrician in the area. One participant mentioned that there is a new pediatric Nurse Practitioner at the *Family Health Center* associated with *Bear Valley Community Hospital (BVCH)*, but most participants were not aware of the new addition to the Center.

• • •  
*“Me and most moms I know take our children off the mountain. There is no pediatrician here.”*

~Big Bear Participant

Emergency medical care is available at *BVCH* and *Bear Mountain Family Urgent Care*. However, participants noted that the emergency services are limited and patients who experience emergencies are often airlifted to hospitals down the mountain.



While prenatal care is available, there are no regular labor and delivery services in Big Bear with the exception of emergency deliveries. The *Rural Health Clinic* offers prenatal services once per week, and the *Mom and Dad Project* sends health promoters working in Big Bear and the surrounding rural areas to local families. *BVCH* offers services for pregnant moms, but is not equipped to deliver babies. The lack of labor and delivery services means that moms must travel down the mountain for deliveries, typically at either *St. Mary Medical Center* in Apple Valley or *Arrowhead Regional Medical Center* in Colton. Each hospital is a 45 mile drive down the mountain that takes at least an hour. According to one participant, “It’s scary to be a mom up here. You’re always worrying about how you will get down the mountain when you go into labor. No hospital will deliver a baby unless it is an emergency. They’ll send you down the mountain even if you are in labor.”



**Ensuring children practice good oral health is a priority for parents, but there continues to be a lack of accessible services and information.**

Participants indicated they attempt to instill good oral health habits in their children by brushing their teeth, flossing, and using mouthwash daily. However, many parents are not able to seek regular preventative dental care for themselves and their children. Specifically, parents cited a lack of pediatric dentists in the area and the cost of dental visits as the biggest barriers to providing regular oral health care for children.

Oral health information for families and children is available at the *Mom and Dad Project, Rural Health Clinic, Center for Oral Health* and local dentists.

Identifying parent’s practice and knowledge:

Community members utilized “placemats”, like the one pictured here, and worked in teams to identify dental health practices, challenges, and gaps in services.

**Supporting healthy & thriving FAMILIES!**

**Tells us about yourselves :**

Age: \_\_\_\_\_  
 How many children live with you? \_\_\_\_\_ How many are under 6? \_\_\_\_\_  
 Are you a: \_\_\_\_\_ Parent \_\_\_\_\_ Grandparent \_\_\_\_\_ Service Provider  
 \_\_\_\_\_ Foster Parent \_\_\_\_\_ Other: \_\_\_\_\_

Age: \_\_\_\_\_  
 How many children live with you? \_\_\_\_\_ How many are under 6? \_\_\_\_\_  
 Are you a: \_\_\_\_\_ Parent \_\_\_\_\_ Grandparent \_\_\_\_\_ Service Provider  
 \_\_\_\_\_ Foster Parent \_\_\_\_\_ Other: \_\_\_\_\_

Age: \_\_\_\_\_  
 How many children live with you? \_\_\_\_\_ How many are under 6? \_\_\_\_\_  
 Are you a: \_\_\_\_\_ Parent \_\_\_\_\_ Grandparent \_\_\_\_\_ Service Provider  
 \_\_\_\_\_ Foster Parent \_\_\_\_\_ Other: \_\_\_\_\_

**What kinds of dental health activities does your family practice regularly?**  
 Ex: Brushing teeth daily, flossing, etc.:

**What are some of the difficulties to maintaining good dental health?**

**Where do you get information about your child's dental health?** Ex: Community events, mobil clinics, dentist, family, etc.

**To keep my family healthy, the three most important things are:**

harder company FIRST5

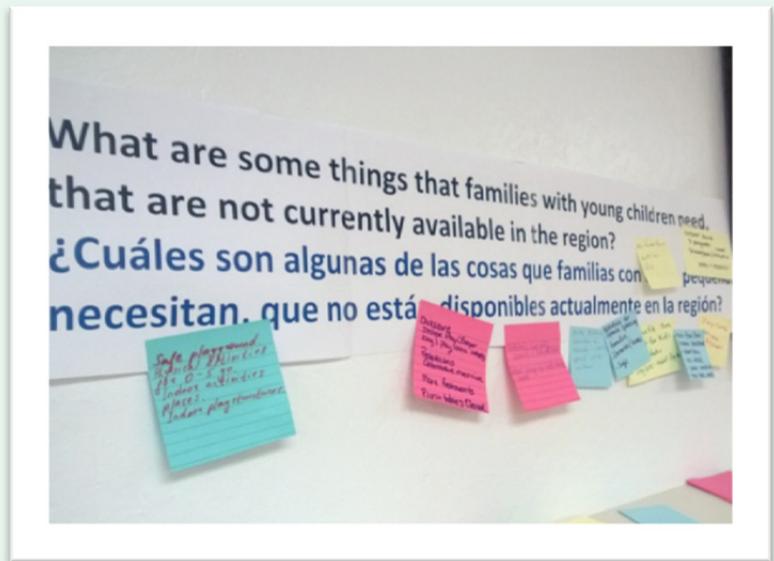
# What learning opportunities are available for young children and their families?



## Parents value education for their children and opportunities to learn together.

Participants engage in educational activities with their children regularly; this includes reading to them, educational games, outdoor activities and field trips to the zoo and the library. *Parks and Recreation* offers seasonal swimming, dance, and aerobics classes that are always full of kids, but there are very few such classes for younger children or children with disabilities.

Parents also take advantage of educational resources available to them in the area. *San Bernardino Valley College* has remote classes at the local high school. Other organizations like the *Mom and Dad Project* and the *Big Bear Lake Library* provide valuable resources for parents. The *Mom and Dad Project* hosts classes for parents and a *Mommy and Me* program. They also provide classes on how to cook inexpensively for families, a car seat program, toddler tumbling, baby sign language, prenatal-5 classes and a daddy boot camp. *WIC* is housed in the same building and offers food vouchers to mothers and they also have classes for new moms. The library offers literacy and ESL classes for parents and story time for kids.

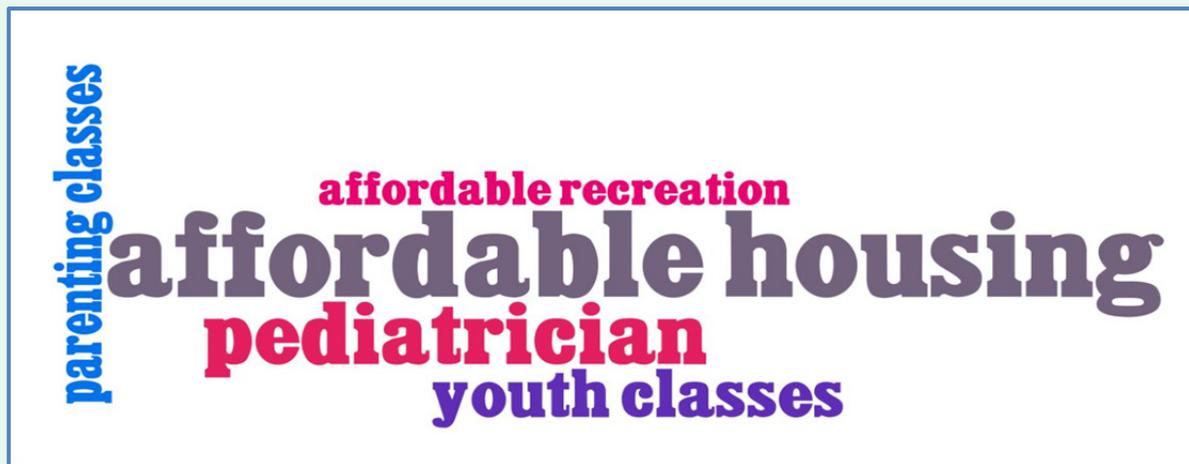


Community members utilized post its to provide feedback about the regional needs in the Mountains.

Some of the needed resources identified during the meeting were early educational programs, intervention/prevention services, recreation programs and after school programs. Participants singled out the lack of affordable-preschools in the area as a major concern for families. There are only two public preschools in the area, and there are no full day preschools or daycare for children ages zero to two. If parents cannot access one of the two public preschools, there are multiple private preschools in the area; however, cost makes these options out of the reach of many families. Respondents indicated that parents often rely on friends and family for childcare.

### Community Desires for the Mountain Region

The word cloud below illustrates resources participants most desire for Big Bear and surrounding cities, which make up the Mountain Region. Participants were asked to name things they would like to see in their communities. Words appearing in larger type appeared more frequently in their responses. Overall community members desire more **affordable housing and recreation, parent and youth classes, and pediatric services.**



## Summary of community-identified needs in Big Bear

- Parents cite issues with public transportation, neighborhood walkability, and cost as barriers to accessing services for their children.
- There are a number of childcare resources in the area, but very few are affordable or have enough slots to meet the community's demand. There are only two public preschools, and many families cannot afford the private preschools or center-based childcare options. Many families rely on friends and family members to provide care for younger children.
- There are no labor and delivery services in Big Bear. Expectant mothers must drive "down the mountain" to deliver their baby, with the exception of emergency deliveries.
- Prenatal and pediatric services are lacking. There is a single pediatric nurse practitioner on staff at the *Family Health Center* and prenatal care is available just once a week at the *Rural Health Clinic*. Additionally, there is only one pediatric dentist in the area.
- While outdoor activities are readily enjoyed during the warmer months, families – especially families with very young or disabled children – feel there is a great need for accessible indoor activities during the winter months.

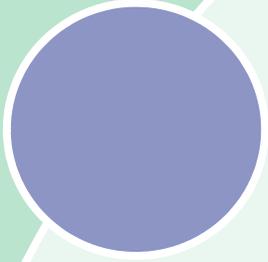
## Summary of needs in the Mountain Region\*

\***Community members** were asked to name things that families with young children need that currently are not available in the Mountain Region. The “word cloud” above illustrates their responses. Words appearing in larger type appeared more frequently in their responses. Some of the biggest needs for children and families in the Mountain Region include access to **pediatric care, preschool** and **childcare**, and **playgrounds** for children.



## Summary and conclusions

**The community of Big Bear cares deeply about the well-being of young children and their families.** While residents in many regions of the county face challenges in raising young children, some of these challenges are more pronounced in Big Bear (and the Mountain Region) than in other cities. Big Bear is more geographically isolated which means that families have to travel long distances (generally at least 40 miles each way) to access affordable, healthy food and other services that are not available locally, including health care. Snow and cold weather in the winter months make it difficult to provide play time and stimulating activities for young children and families frequently feel isolated during these months. However, the community also has extensive assets. The handful of community-based



organizations provide a range of services benefitting young children and their families and the extensive venues for outdoor activities are sources of pride among community members.

Big Bear residents and service providers (most of whom are also residents) have a strong sense of community that can be leveraged to build upon the existing services and infrastructure in Big Bear to improve life for families with children zero to five.

## **THANK YOU!**

Many thanks to the community residents who attended this event and worked diligently to identify their community's needs and assets. We also want to thank local non-profits and churches that helped recruit community members and provided their knowledge and support every step of the way.



First 5 San Bernardino was created in December, 1998 in order to realize the benefits of Proposition 10 (California Children and Families Act) for the County's youngest residents and their families. The act created a program for the purpose of promoting, supporting, and improving the early development of children from the prenatal stage to five years of age.

Vision – All children in San Bernardino County are healthy, safe, nurtured, eager to learn and ready to succeed.

Mission – Promote, support and enhance the health and early development of children prenatal through age five and their families and communities.



[www.first5sanbernardino.org](http://www.first5sanbernardino.org)

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## harder+company

community research

San Francisco, Davis, San Diego, Los Angeles

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