

ASQ – Family Childcare Provider Focus Group Report

Introduction and Methodology

In 2017, in the hopes of increasing ASQ completion rates at Family Childcare sites, Help Me Grow initiated an online system to administer the ASQ. However, even with the new online system, completion rates remained low. Anecdotal information suggested that there were a few family Childcare sites in particular that seemed to produce low rates of ASQ completion. In hopes of understanding the underlying barriers to ASQ completion, focus groups were conducted with multiple family childcare providers.

Two Spanish language and one large English Language groups were recruited to participate. Each participant was previously identified as representing Family Childcare sites that had mid to high levels of ASQ completion rates or centers that had low levels of ASQ completion rates. Focus groups were conducted during regularly held OCDE provider education meetings. The English Language focus group was moderated by the OCDE evaluator. The two Spanish Language groups were led by a native Spanish speaker, while the evaluator was available for clarifications. In each of the groups, the participants were encouraged to engage in free-flowing conversations with little input from the moderator, except to direct them toward the topic at hand.

The three focus group discussions were audio recorded and later transcribed and translated if needed. Transcripts were subsequently analyzed thematically. The following are the results generated by the three focus groups.

Results

Description of centers and focus group participants:

Most participants had a range of students from ages 0- 5 years, with a few also serving older students in the after-school hours. Many had been in their positions for multiple years and had conducted the ASQ or had parents conduct the ASQ in previous years. Participants indicated their passion for early intervention and their positive perceptions of the ASQ. Box 1 below displays a few typical comments from participants that describe the group and their experience.

Box 1: Participant Characteristics

- *“I have been working for 44 years at the same place, preschool and childcare and I love my job.*
- *I’ve been with the daycare 17 years.”*
- *“I have a full-blown curriculum like my 3-4 year olds, are reading Spanish and English and writing.”*
- *“I have been at the daycare for 13 years. And 12 years with the larger license, on the 14th. I currently work only 12 kids in terms of quality care. I work with children form 0- 5 years of age.”*
- *“I’ve been here around 16-17 years with the license. I am working with slightly older kids of 7, 6, 10 years of age, but I also work with younger ones of 3, 4, and 5 years of age.”*
- *“Right now I have the 12 kids and they’re 12 families! It’s a lot of parents that need to fill out the questionnaire.”*
- *“Right now it’s just me working and I only have 6 kids. 2, 3, 4, and 5 years old.”*
- *“My license is a larger one, but I’ve never had a large group. I work with little kids, there are 6 kids ranging from 1-4 years.”*

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- *“I have, two toddlers and two infants, four.”*
- *“I have two toddlers, three, three year olds, and a six year old, and I just got my first baby this week. A few months old.”*

Provider education on ASQ:

- *“[Received information] from the Department of Education invited us. The first time I heard about it was many years ago.”*
- *“They [OCDE] started coming to train us, they teach us with Power Points how to do, the process has changed since.”*
- *“I heard about it through the Orange County Department of Education quality start program.”*
- *“For me personally, it was the department of education [that provided the information on ASQ]. We were 6 program providers and it was there when they said we had to do them. Not everyone did them, but I focused on doing it because it seemed like a very interesting tool in order to help children at an early age.”*
- *“Yes. [I learned about ASQ] Through Quality Start. Quality Start presented this tool to us. To transmit to them [the parents] the importance of these questionnaires. But people have also come from Help Me Grow, they’ve given us classes.”*

Steps taken by providers to get parents to complete ASQ and process:

Most providers indicated that they spent substantial amounts of time getting parents to complete the ASQ forms. They described their experience in educating parents on ASQ, early intervention and benefits to the child, and reminding parents to complete the ASQ. The following are a few typical comments that help describe their efforts:

Box 2: Provider Actions on ASQ Completion

- *“We needed to talk to them [the parents] and inform them what the program is about.”*
- *We insist when they don’t bring the evaluation to submit it. The sooner they bring it, the sooner we get the results. So we pressure them as we see the needs of the kids.”*
- *“I tell them that if I’m doing this course, I have to comply, yet they don’t do them and they leave them on the table.”*
- *“We just keep telling them that [if] they want to sign but cannot make them sign.”*
- *“When I interview new parents, I tell them that I am participating in this program and that I have to do it.”*
- *“I used to take their packets of ASQ in English or Spanish and that was incredible. You know what I’m talking about. I still use it because it’s very important. I made copies for everyone. No, they don’t have the packet. This packet is really expensive, so they don’t have and we weren’t told we could share it. But I do it at my site, I observe and have parent conferences. I still do it.”*
- *“Helping to educate them on the concept of ASQ. And then also, sending out the email, encouraging them to fill it out online, and then also bring this back. And then upload it to Google. I think it’s important, because if I don’t educate them, they’re not gonna do it.”*
- *“To talk to them about it and the concept of ASQ and early intervention. It’s to alleviate parent fears that their kids will be labeled or there’d be something bad happen if they did find an area of need.”*

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Barriers to ASQ completion: (description of families that do not complete)

Denial, fear, and intimidation around labeling of their children, reluctance to having their personal information in the “system,” and shame, were the most identified barriers. In addition, the lack of time (due to work, single parenting or families with multiple children), and technology access issues were mentioned as barriers. Participants also pointed out that bad parenting, laziness/dislike of form completion, language barriers, and possibly barriers due to cultural or educational levels were possible reasons for the lack of participation in the ASQ. The following box displays a few typical comments from participants on the various themes that arose, as well as some associated example stories.

Box 3: Barriers to ASQ Completion

Fear/Shame/Denial:

- *“In reality, those parents that know that their kids need help, are the ones that get defensive about doing the things. I don’t know why.”*
- *“Parents do it but they are not honest. They [parents] change things so it doesn’t look bad. They say there is nothing wrong with their kids.”*
- *“My older daughter had asthma and was placed in special needs. It took me many years to understand what it means special needs. It doesn’t mean they are crazy, it doesn’t mean mentally retarded, it doesn’t mean they’re not socially accepted. Simply, my son was special needs because he couldn’t speak clearly. It has a bad reputation.”*
- *“She doesn’t want her kid to be labeled.”*
- *“For me it was very hard [to get parents to complete the ASQ]. The mom did not want to cooperate and I read the letter [from Quality Start] to her and I explained and the school’s helping and she said, ‘I don’t want my kid to be labeled and I don’t need it in Spanish. I speak very good English and my son is good and he does not need it. No thank you.’”*
- *“Yes, because their kids need help but the parents don’t want to look bad in any way.”*
- *“They’re Caucasian. The other mom is Mexican, kind of White wash Mexican. I mean, I don’t think is a cultural thing at all. It’s a lot of taboo, you know. Labeling the child. Some parents, they don’t want to look at it as taking the bull by its horns, identify and seek out resources. They get ‘oh, I don’t like to get labeled’.*
- *It’s not reality because parents are always going to see their kids on a different light, ‘oh, he knows how to count to 100’, no, he doesn’t!”*
- *“The parents feel intimidated by the questions, they do not answer honestly, they are afraid. They have told me. They think they will get into some kind of trouble because many of them receive funding from the state and they have not mentioned that the kid has issues.”*
- *“It’s intimidating for the parents when they receive the packet, to do the observation of the child. They see those questions, why am I going to give them the information about my child and they will be in the ‘system’.”*
- *“This dad said, No, I don’t want the information for my daughter, anywhere else in a computer.”*
- *They’re White, so it isn’t because of the language barriers. They are the ones that think their kids are perfectly fine, so what can one do?”*
- *Because they’re afraid, like, ‘Oh, if my child is identified as having needs, is it gonna be a cost, a financial cost to get the help?’ I work with a lot of low-income families. So then it’s letting them know that there are resources. It depends on, you know, where your child’s at, but you always*

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have that control. You have a choice. It's not like some government agency is gonna come and pick up your child and guide them away. You know what I mean?"

Time or technology problems:

- *"That is going to be one more thing for they don't want to fill it out."*
- *"I've had formal and informal conversations and meetings where I remind them of it, and normally their answers are that they haven't had the time or they lose the information."*
- *"What I see with my parents, I see that they don't have the time or feel that they are wasting their time because thank heavens their kids are ok, at least [they] don't see any problems."*
- *"It is too easy to say no then it is to say yes. Probably because they have to get in the computer, sit down, it takes some time. Probably time is the issue with the parents."*
- *"One mom told me that since they get home late from work, she gets home and she has to cook, she said that she wasn't able to do it but that her husband completed it instead of her."*
- *"Parents have told me 'I have 3 children, I'm not going to do it', 'Oh my God, no.' Having to fill out one [form] per kid with all the information, including my provider [is cumbersome]. That's the only thing I see can be difficult."*
- *"They tell us is a waste of time."*
- *"And some of them work in offices and they say, I would like to sometimes use that time to complete it but I can't. And also because I tell them that it isn't something they can do carelessly, or read the question too quickly... it's a matter of actually observing the child to see if they can indeed catch a ball, or if they hop on one foot, if they're really holding on to something as they walk down the stairs. I tell them not to just answer it quickly because sometime you just try to test the kid fast and you can't really tell if they're able to do it. In one occasion the mom said, Oh! He walks already? And I didn't want to tell her because I wanted her to find out on her own, but she wouldn't notice because she was always rushing."*
- *"It's our job as a provider to encourage the parent, explain why they have to do it. I feel that it works better if it's 1:1, because the computer is cold. But I also know that it's something good, but sometimes a lot of parents do not know how to use a computer."*
- *"Many of the parents we work with are single moms, without home, without parents. The majority of them don't have computers, or time. I tell them to go to the library but they don't have time. That is their problem; they don't know how to use technology..., but some don't have a smart phone."*

Other Reasons:

- *"It's like they get lazy. The parents that I have, before when I first started, they were like babysitting, that's their mentality, like 'why [do ASQ]? Just watch them.'"*
- *"But I think some parents, like that one lady – and she's young – late teens, early twenties, they have a lot of sass. Just 'arrggg, no, no'."*
- *"I guess it comes down to their background, how involved they are with their kids' lives."*
- *"Parents answer, 'I get home to cook, to do laundry, I just give them the iPad or turn on TV.'"*
- *"It's money talking, I'm paying you enough money for you to work with my child, and if you think he has a problem, that's why I'm paying you."*
- *"It's also education levels. No, she refused. 'I'm a preschool teacher and I know what's all about.'"*

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- *“The other few children, I have no concerns about [them]. There's no red flags at all. And maybe the parents are not concerned either because of that.”*
- *“She said, ‘No, my kid is too young.’”*

Specific examples of families/children that do not complete the ASQ:

- *“[There is a particular] family every year since I have been doing the ASQ, refuse to do it because both kids have behavioral issues, although there is nothing wrong with them, parents just overprotect them and spoil them. So I would tell them that there was an opportunity to get help but they refused to fill out the form. But I gave them the link and I said you have to do this, sign this form for me; you agree or disagree. And that particular family, they said ‘we don’t want to be involved with that’. They’re in denial that the kids have behavioral problems.”*
- *“Early intervention is a key. They don’t see it like that. You know it is interesting that these two children, two boys, they’re both going to kinder, both of them are smart but they’re very babied. Their parents baby them a lot. He’s still in diapers, still having pooping accidents. Tip-toeing... he hits me, he hit my assistant today and scratched her. It’s the second time he hit me and scratched me.”*
- *“I had a boy that I saw he was behind because he had a sight problem. I told his mom that I saw he was slow when I helped him do his homework or I tell him to do one thing and he does something else. To which the mother responded, “He tells me he loves me in three languages so for me he’s... [perfect].”*
- *“He should be leader [because of his age], the front runner of all these kids. He doesn’t want to be challenged, well he’s also having family issues but I mean, it’s hard. It just depends what the situation is.”*
- *I have a very young mom, I help her kid with homework and I told her that she could help him too and she responded “how could I, I don’t know English!” I tell her “you’ve been here 19 years and you don’t know English, get into school, by doing the homework with him you will learn.”*
- *“Right now [I have problems] with two of the moms... and four of them are still 4, 5 and 3 years old. But I can also see that these two families are families that have really hard problems. One of these three kids...parents constantly separate, the dad is not the same one, and the situation is hard. All of a sudden they don’t come to the daycare, sometimes they come back after a month. So those are the ones that I’ve had a problems with. The other three kids it’s the same situation. The dad was on the news and everything, the dad tried to kill the mom. When they arrived at my daycare they were in a really bad shape.”*
- *“Only one mom didn’t do it, because they [might] suggest that [name] come in, into for speech therapy. Especially mom, denied and she doesn't want to do that. Actually, his dad really wants to start, but unfortunately, the mom still did not. He’s three and a half and then he wasn't talking at all. He repeats everything in any languages. Anything you ask him, he will repeat. But he's not talking. So he gets very frustrated and he started... because he cannot communicate, he cannot express himself... he started pushing, hitting. He is a trouble maker.”*

Variables that facilitate ASQ completion:

Including the requirements for ASQ in the childcare contract, helping to complete the form, approaching parents in a non-threatening manner, and parent education were the main factors that help parents complete the ASQ. Many family childcare providers indicated that they help parents complete the

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forms or complete it themselves in order to get the children the extra help needed. Box 4 uses participant comments to further describe these themes.

Box 4: Facilitating Factors for ASQ Completion

Included in the enrollment contract:

- *“And on the contract they write their initials on that paragraph where I talk about the [DRDP] and the ASQ’s and I make them make a commitment, from the start that that will come later on.”*
- *“Well, remember we can put it in the contract. When I interview new parents, I tell them that I am participating in this program and that I have to do it to continue participating in this program. The ‘ASQs’, ‘Ecker’s’, ‘Class’, ‘VIPs’ because I do observations so they know and sign the contract and initial each page.”*
- *“It’s pretty hard [to get parents to complete the ASQ]. I mean, I do get them to participate. Um, I think because I’ve been in Quality Start for now three years, I kind of market my daycare with that bonus. Like if you enroll your child, you get a pre-screening because I’m a participant in Quality Start. So they start off knowing that this is something they have to do.”*

Discuss particular observations with parents:

- *“For me it helped I had my observation. I noticed your child here does this and that, does he/she do it at home? Oh, yeah. Red flag...”*
- *“One of my kids obviously he had a speech problem. And I approach the dad and I mentioned something about Help Me Grow and [I said that] I notice he has been excluded out at the playground. Some kids, even younger than him, they were calling him, you know, ‘You are a baby. You don’t talk.’ And I told him, ‘I don’t want him to be excluded.’ So I showed the picture of what happens. Yeah. I told him that, and he said, ‘Oh, I told my wife that we need to do something because even at parties with family, he’s excluded by cousins.’”*

Compete form for the families or with the families:

- *“I told her we can do them together in the office because her oldest needs help. So she agreed. He was going to a Christian school, she moved him to a public school that had a psychologist, other help, and the kid is now perfect!”*
- *“They did it at my house because I offered that to them. We went to the office at home and I would sit at the computer because sometimes they don’t how to use a computer. I would ask them the questions.”*
- *“Yeah, one of the moms did it at my house. She started it and said okay, here it is. And the letters arrive at my house. I have their letters.”*
- *“I’m a fool because I work a lot, but I do it. [Name] I think still does it too, I’m not sure. All the documentation I did for 2 or 3 days, they say “wow, that’s how my child behaves at home too”. So they start to think. I tell them about early intervention and that’s when they receive the help.”*

Help Educate Parents/Alleviate fears:

- *“I host an [parent education] event every year for all of the families, and many of them come because it’s not just the ones from the day care. I thought it would be interesting to host Help Me Grow, which was something that the parents were doing, but they didn’t know the place apart from the paper. So this girl [from Help Me Grow] went, I can’t remember her name, to give a presentation. It was really interesting for the parents.” “I always use my [special needs] son as*

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an example. So I always use my example to see if they empathize with me, so they know I'm a parent too. "I'm here with you too" and I'm taking action for my child. So I always approach it that way."

- *"I tell the parents 'yesterday is past, we must take action today'. 'Learn how to be a mother', I tell them because I have young mothers. I tell them 'you had kids because you wanted to or was it an accident?' 'no, no I wanted it', so now it's time for you..." [Someone laughs]. I'm sorry, that's what I told one of the mothers. "You really love your child or was an accident?" "Ok then let's go help him!" He was autistic, he stayed with me for 11 years, and now he is 21, Vietnamese. He works at the 99c store. Now she is an activist in Orange County and Autism, and now we are very good friends. She told me "because you talked to me like that, I am here now". He went to college and paints beautifully. But you cannot talk to all the parents like that."*
- *"I think if you tell the parents how good their child is, and say 'it's for your child's age'. And then that kind of alleviates their fear."*
- *"In 44 years, I have pros and cons, I have had all kinds of parents but now that I have the knowledge, I think I can explain to them better. I tell them I can help them find help through a school district, Help Me Grow, or anything, I can help you."*
- *"I just talked to them. I gave them this flier and said that with these observations, they can know how, you know, your child improve, and you know, what's their ability and what can I do to serve, better service for you? And then they look very impressed."*

Other ideas:

- *"[They do it] Because they are good parents, responsible parents [they complete the ASQ]."*
- *"No, they didn't request my help. I think they were aware they needed help with their kid's issues. When the parents are aware is easier. In that sense, I think I have been lucky."*
- *"I am on top of them constantly. I feel that yes, as a matter of fact there are a lot of parents that are not good with computers, but with it being easy to answer it on the phone... everybody has a phone, I don't think that is an excuse."*
- *"When I give the paper to them, they don't do anything. But what I do now is that I text the link to them. I say the child's name and I tell them, this is the time of year that I need to update their file. I did that this time and they did it right away."*
- *"My parents are teachers and at that time of year [May/June] they are overwhelmed and one parent was actually interested in following through. [So], This year, because I did it sooner [in October], well all my parents did it, but one of them just loves it. So that was brilliant, doing it earlier."*

Provider opinions on ways to improve ASQ completion:

The main suggestion to increase ASQ completion was to increase the education for parents about the ASQ. Specifically, providers indicated that parents should be educated on; why the ASQ is conducted; by whom it is conducted; how it benefits the family; what resources are available to the family; and how early intervention can help the child. Providers wanted more supports from Help Me Grow or Quality Start in the form of reminders to parents, flyers or other hardcopy educational material for dissemination. Making the forms easier to complete for families with multiple children was also suggested. As many parents are unfamiliar with the forms and find them too technical, providers suggested helping parents complete the forms by either doing it together with the parent or the

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provider completing the ASQ on behalf of the parent. Finally, providers also indicated that adding the ASQ to the enrollment contract would help motivate parents to complete the ASQ. Further explanation and provider descriptions are provided in Box 5 below.

Box 5: Suggestions for Improvement

More education:

- *“What would be interesting that you do [an education] campaign for the benefit of the parents, to understand the benefits of doing the ASQ. Because it’s very boring to parents. That seems too technical/medical, ‘is it going to end up labeling my child?’ So if you do a campaign about teaching/bringing knowledge to the parents of the benefits of the ASQ.”*
- *“The program of the ASQ should have ads like the ones of Coca-Cola or Seven Up. ASQ, Help Me Grow, should, like First Five has TV commercials, why not ASQ? Minority people watch TV instead of watching the kids, soap operas and other shows that would be good. To show them that this is useful and normal.”*
- *“They need more information. Yes because they only have the form and that’s it. [ASQ informs parents], but that’s after the fact, they have to do the ASQ first.”*
- *“So maybe some more education like we [providers] got, would be helpful or everyone.”*
- *“Give [us] things [educational material] so we’re able to teach it. Not complicated or anything, just simplify it. We’re selling it, we’re pitching it. What do the letters mean? They need to understand. Help Me Grow, means physically, cognitively, emotionally and socially. Parents don’t even know what that is.”*
- *“Why can the parents be trained? I can bring 5 or six of them.”*

More supports from Help Me Grow or Quality Start:

- *“That Help Me Grow, maybe they have a list of our kids, maybe they could send an email as a reminder. That would be great because it’s on both sides... we as the providers and...[Help Me Grow]. So it can maybe be a text or an email, just remind the parents that ‘hey you have a questionnaire that is due’ and maybe give them a month where reminders are sent to the parents. That would help us [providers] have a support from another source.”*
- *“Have a representative from Help Me Grow to talk to our parents that way they think of it more formally, have a meeting with all of the parents and our families, it would be better for a representative to go.”*
- *“Do they have that in Mandarin? The ASQ letter? Or Vietnamese?”*

Make it easier for families with multiple children:

- *“Change the form so it is easier for the parents [of multiple children].”*
- *“One form for a family would be good. Because it repeats if you have 3 or 4 kids, there some parents that have 5 kids. Yes, a form per family not per sibling, instead of having to fill out one per kid with all the information, including my provider. That’s the only thing I see can be difficult.”*

Help alleviate fears and complete the forms with families:

- *“I think it was better before when we used to do the observations. Because there is more honesty. When ASQ started, we used to do it and we had the conference with the parents. I used observe for 2 or 3 days and then would call the parents and tell them what was happening. I would give them the ASQ card, would tell them I sent the form and the people there treat*

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everything confidentially and give a lot of help. I used to see a lot more help for the kids given that way. More information because we had the conference and we talk about each point, for 3 days I saw his/her behavior. We talked about behavior, or language skills, or about those kids that have no social skills – which kills me – that’s how they discover things and start to investigate how come the child isn’t social, why the kid doesn’t like to be touched, why the kid fights without a reason, don’t share. The years we did it like that, I saw results.”

- *“I didn’t like [the new way of doing ASQ], because generally I see it as a mom, which is my case, sometimes my children’s school ask me for things and I don’t come through sometimes because I have other things to do. Or they send too much information and it gets lost in your emails. And how I began to handle it [with childcare parents], the parents responded much better. They were also more comfortable that they were able to work on some pages and the last two, which are general questions, we’d leave it for our meetings. So, when they came with their packet, I actually have the binder where I send them letters and I explain the reasons why they have to complete it. When we would meet, what we thought was something temporary in a child, or something like that, when we would get into the questions, and I started to delve a little bit more, or told them things I observed at the daycare about their kids that they maybe hadn’t noted, that would help them. We did find some cases with the ASQ. The difference of doing it with the new program, where they send the link and they have to complete it, the parents don’t do it, really.”*
- *“I tell them that this is a tool, it’s an evaluation, an observation that we document, just a tool to see in what state is the kid, for example a 3 year old. If the kid doesn’t speak well or walk well, if they’re distracted, up to the level they should be – 2, 3, 4 years old and if they’re progressing. Parents prefer to hear that, they don’t like to hear “I think your child has problems”. I’m not an expert but here’s what I observed using this tool, so let’s investigate.”*

Contract:

- *“I tell them about Quality Start and how I need 5 stars and how nice it is, how I’m here to see, although I’m not an expert but based on the questions in the ASQ, I can observe the kids and find things, or how great they are doing. By telling them so, they get excited. If I find anything, there’s early intervention, make an appointment with Help Me Grow, or if they are 3 years old, then with the school district. But I tried to explain all of this from the beginning, once they come in my site.”*
- *“And you can just add an addendum if you don’t want to change your contract. You can just add a page. That page can have a line and you can say write your initials here.”*

Other suggestions for improvements:

Many providers also wanted the ASQ results shared directly with them. They found that it is helpful to know the results as they can help support the growth of their students. Box 6 presents two provider comments.

Box 6: Other Suggestions for Improvement

- *“We see they need therapy. That’s what we are here for, to help the kids. The ASQ really helps at an early age. Unfortunately, Help Me Grow Up won’t share the results with us, some parents do*

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but others try to keep it private. We would like to know so we can help the kids too. We look for ways to help the kid.”

- *“Is there a way where [Help Me Grow] could directly have the results sent to me instead of parents having to bring it to us? They [parents] get the results page and then they bring the results page to us. Is there a way that we can get rid of that step? Because a lot of parents [say], ‘Oh, I did it but I lost that piece of paper,’ or, ‘I never got that results page.’”*

Conclusion

Overall, family childcare sites that advertise participation in Quality Start as an added benefit, or those that incorporated the ASQ as a requirement in the enrollment contract seem to have the best results on ASQ completion by families. For those family childcare sites where parents have more choice, providers described using a multitude of techniques to help parents comply. Providers described offering numerous supports to parents. Supports ranged from completing the ASQ forms themselves to educating families on better parenting methods. From individualized educational discussions to sending multiple reminders, all focus group participants indicated spending substantial amounts of time and energy in getting parents to complete the ASQs.

The main barriers identified were parental fears regarding providing information to an unknown entity, the technical nature of the forms, and parental fear, shame and denial related to having a child with special needs. Although, sometimes parents gave other reasons for declining the ASQ, most providers agreed that the above-described factors are the underlying issues faced by parents who refuse. Lack of access to technology, lack of time (particularly single parents, or working parents), and bad parenting were also indicated as possible barriers.

Findings suggests the use of a multi-tiered education campaign to improve ASQ completion rates. To be effective, the following aspects should be taken into consideration and incorporated in an educational campaign:

1. The purpose of the ASQ.
2. How to complete the ASQ.
3. The benefits of early intervention.
4. Other benefits to families.
5. What it means to have a special need /reduce stigma.
6. What resources are available to families.
7. More transparency/information on the organizations receiving the child’s information.

Providers indicated having a Help Me Grow and/or OCDE representative presenting information directly to parents, and more ASQ related information in multiple languages, would be particularly useful. Currently providers spend a lot of time educating parents and alleviating fears. For many participants, the focus group was an opportunity to learn from each other the techniques that seem to work with parents. To further help them in their efforts, and to help with consistent messaging to parents, more opportunities for sharing lessons learned may also be helpful to providers.