

Read through the options of letters and see which one fits the child best. If you feel like you need something a little different, reach out! I know it's not a one size fits all and that's ok!

LOW OR NO RISK

RIGHT ON THE EDGE Of "REFER" CUTOFF

IF YOU SCORE THE CHILD IN "REFER" BUT PARENT'S RESULTS WERE MUCH LOWER

Anything highlighted in yellow is going to be personal info for that child. It will look different for each letter. You'll have to change the scoring numbers too.

## LOW OR NO RISK

This can be sent through a himama message and you do not need to send home a copy of the ASQ you completed.

Hello \_\_\_\_\_

Thank you so much for completing the ASQ for \_\_\_\_\_. Both of our scores showed "low or no risk" so there isn't anything specific to do at this time! \_\_\_\_\_ is right on track socially and emotionally.

In the classroom, we will continue to complete Developmental Checklists (different from the ASQ) as your child grows. We will send copies of these home once they are completed so you are able to track what we see at school too.

Thank you so much for your support and sharing \_\_\_\_\_ with us!

Your Name \_\_\_\_\_

## RIGHT ON THE EDGE Of "REFER" CUTOFF

After you have your ASQ completed and have the parent's ASQ returned

1. Make a copy of your ASQ and send it home with a paper copy of this letter.
2. Send home a copy of a most recently completed Developmental Checklist for this child to showcase other milestones.
3. Send a himama message the day you are sending these items home saying,

Thank you so much for completing the ASQ for \_\_\_\_\_. We are sending home a copy of the one we completed for you to look over. Please do not hesitate to ask any questions!

Thank you, \_\_\_\_\_

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Hello \_\_\_\_\_ and \_\_\_\_\_

Thank you so much for taking time to complete the ASQ for \_\_\_\_\_. I know it's not an easy task. Your assessment scored her at a \_\_\_\_\_. The one I completed scored her at \_\_\_\_\_. Attached is a copy of the one I completed to give you an idea of how I got there.

When scoring, below 50 is "no or low risk"

50-65 is "monitor" and above 65 is "refer"

With the scores that we documented, \_\_\_\_\_ is right on the line of "refer."

The home environment and the classroom environment are very different of course so I think it's normal to see different milestones at different times.

Since \_\_\_\_\_ is right on the line, it is your decision if we move forward with additional screening to truly see if there is any support your child would benefit from.

If we have your consent, the next step would be for us to contact Child & Family Connections to request an observation/screening. This is the first step to see if he qualifies for any support to help reach his milestones. Tressa from CFC will call you for consent and answer any questions you have. There is no diagnosis of any kind that comes from this program. If their screening shows a 30% delay in a specific area, they will let you know that and you can decide to move

forward with therapy until the delay is no longer there. Children only qualify for these services until they are 3 years old and it is free for the families.

Then if they have your consent they should move forward with screening and they'll schedule a time to observe the child at home or in the classroom. We are absolutely open to a classroom observation if you'd like that. The parents are not required to be present but the therapist would contact you afterwards. They have to see a 30% delay in a particular area to move forward with therapy at this point.

We will most likely know the therapist who comes for the observation/screening because it's usually the same ladies of our current kiddos who receive support. They are amazing.

I am also going to include the milestone checklist we complete here too. This is separate from the ASQ but gives you some more detailed info.

Thank you! **Your name**

OVER—>

Message from Anne:

I know this can be hard. The initial thought of your child not meeting a certain milestone is a complicated feeling. Of course you want the best for them, but what if they just need more time? Maybe you see them do it at home but not in the classroom? Maybe their older sibling was the same way etc. Going through the process myself as a parent, all of those questions are normal. My 5 month old is actually going through the screening process right now and what I've concluded is that if my child needs support in an area, I'm 100% open to knowing that now than 1 or 2 years down the road. As parents, we are so lucky to have teachers who love our children enough to know them so well!

Never hesitate to reach out!

Anne

## IF YOU SCORE THE CHILD IN "REFER" BUT PARENT'S RESULTS WERE MUCH LOWER

After you have your ASQ completed and have the parent's ASQ returned

1. Make a copy of your ASQ and send it home with a paper copy of this letter.
2. Send home a copy of a most recently completed Developmental Checklist for this child to showcase other milestones.
3. Send a himama message the day you are sending these items home saying,

Thank you so much for completing the ASQ for \_\_\_\_\_. We are sending home a copy of the one we completed for you to look over. Please do not hesitate to ask any questions!

Thank you, \_\_\_\_\_

Hello!

Thank you so much for taking time to complete the ASQ for \_\_\_\_\_. I know it's not an easy task. Your assessment scored her at a \_\_\_\_\_. The one I completed scored her above \_\_\_\_\_. Attached is a copy of the one I completed to give you an idea of how I got there.

When scoring, below 50 is "no or low risk"

50-65 is "monitor" and above 65 is "refer"

The home environment and the classroom environment are very different of course so I think it's normal to see different milestones at different times. With the scores that we documented, it does suggest to "refer" and here's what that step could look like. With the difference in what we are seeing at school and home, we understand that jumping straight to a screening from Child and Family Connections might be a lot, so we would love to dive into those differences over a phone call or in person? Just having the conversations opens up so many options and learning new things about your child.

After we have that conversation, you can decide if you would like to move forward with us contacting Child & Family Connections to request an observation. This is the first step to see if \_\_\_\_\_ qualifies for any support to help reach their milestones. They will call you for consent and answer any questions

you have. They will also schedule a time to speak with you over the phone about your child. Then if they think they should move forward with screening, they'll schedule a time to observe the child at home or in the classroom. We are absolutely open to a classroom observation if you'd like that. The parents are not required to be present but the therapist would contact you afterwards.

We will most likely know the therapist who comes for the observation/screening because it's usually the same ladies of our current kiddos who receive support. They are amazing.

Please think and talk about it and let us know when we can chat.

Please let me know if you have any questions at all!

Thanks!

Amanda

OVER—>

Message from Anne:

I know this is a lot of information and this can be hard. The initial thought of your child not meeting a certain milestone is a complicated feeling. Of course you want the best for them, but what if they just need more time? Maybe you see them do it at home but not in the classroom? Maybe their older sibling was the same way etc. Going through the process myself as a parent, all of those questions are normal. My 5 month old is actually going through the screening process right now and what I've concluded is that if my child needs support in an area, I'm 100% open to knowing that now than 1 or 2 years down the road. As parents, we are so lucky to have teachers who love our children enough to know them so well!